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VISION

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INEQUALITY AND POLICY: THEORY AND EVIDENCE

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ABSTRACT

Income inequality remains a major social and economic challenge for both economic and political reasons. This paper shall aim to dissect and study a few of the aspects of the nature of inequality and policy. The first section of the paper serves as the introduction whereas the second section delves into the question of whether inequality is harmful or not. The third and the fourth sections elaborate on fiscal and social policies that deal with inequality. The fifth section presents case studies of countries' experiences in dealing with inequality through policy and the last section concludes.

KEYWORDS: *Inequality, Social Policy, Fiscal Policy*

INTRODUCTION

Since the 1990s, evidence on the amount of inequality in developing nations has become more widely available, thanks to the widespread availability of high-quality, nationally representative household surveys. This is a matter of concern as high levels of inequality have the potential to stymie progress on critical development outcomes and contradict basic conceptions of equity and fairness (Birdsall, 2010) [1]. Today, over 60 developing countries have Gini coefficients of income disparity of more than 40, of which around three quarters are in Latin America and Sub-Saharan Africa (Huang, Morgan & Yoshino, 2019; Kanbur, Rhee & Zhuang, 2014) [2,3]. As a result, it's no surprise that income disparities and other aspects of welfare are a major policy concern in many low- and middle-income countries around the world.

Despite this, there is no clear consensus on whether and how governments can do much to lessen inequality. One rationale is that, despite substantial fluctuations in government policy, levels of inequality within countries tend to remain relatively consistent over time (Li et al, 1998; Scheidel, 2018) [4,5]. This viewpoint can be contested, however. Recent decades have demonstrated that government action may reduce inequality significantly in very short periods of time. Latin America, for example, had a decline in income disparity in almost all of the region's countries during the first decade of the 2000s, due to public policies that aimed at tackling the phenomenon (Alvaredo & Gasparini, 2015; Lustig, Lopez-Calva & Ortiz-Juarez, 2013a). [6,7]

In this chapter, we outline the ways economic theory deals with the issue of inequality and investigate whether theory has been backed by empirical evidence. There are mainly two tools available to governments to deal with inequality directly: fiscal policy and increasing availability of opportunities through mechanisms that promote social mobility. This paper shall seek to touch upon the review of literature that studies the issue in question and further study analysis drawn

from empirical evidence related to them. It is important to remember, however, that this chapter is mostly concerned with income disparities within countries. Of course, income is only one aspect of wellbeing, and it does not necessarily correlate favourably with other key factors like health and well-being, but it is significant enough to warrant more investigation in its own right.

Is inequality really a problem?

According to economic theory, inequality might reduce growth in three scenarios: i) if greater inequality gives birth to mistrust and people no longer trust business and pro-business policies. This may ultimately reduce the incentives to invest (Bertola 1993; Perotti 1996) [8,9]. ii) If poor individuals are not able to afford worthwhile investments such as education and this translates into lower aggregate output (Galor and Zeira, 1993) [10] iii) If the adoption of advanced technologies is contingent on a minimum critical amount of domestic demand (Krueger, 2012) [11]. Alternatively, inequality may help fuel growth if i) higher inequality incentivizes one to work harder and undertake risks to take advantage of higher rates of return (Mirrlees, 1971) [12] or ii) higher inequality fosters aggregate savings and capital accumulation because of the lower propensity to consume of the rich (Bourguignon, 1990) [13].

Empirically, studying inequality has been hard due to poor quality of the data available, limited possibilities of studying changes in income distribution and lack of an estimation approach that captures time series variation (Cingano, 2014) [14]. Nonetheless, some have tried to investigate the impact of inequality on economies empirically. Dabla-Norris et al. (2015) [15] conclude that inequality matters for growth and its sustainability. They find that if the income share of the top 20 percent of the income group increased, then GDP declines over a medium term, suggesting an absence of the trickle-down effect. Alternatively, an increase in the income of the bottom 20 percentile is associated with an increase in GDP. On the other hand, a considerable amount of empirical work has found the relationship between inequality and growth to be either positive or insignificant (Li and Zou, 1998; Forbes, 2000).[4,16]

One may conclude that a substantial amount of literature consisting of theoretical and empirical studies has sought to identify whether inequality is good or harmful for growth during the last few decades. Theoretical work has provided mechanisms that support both options, and the substantial empirical literature that has attempted to distinguish between these mechanisms has mostly proved inconclusive. Nevertheless, inequality remains a concern on philosophical and moral grounds and thus, inequality reduction remains a key issue for governments the world over.

Fiscal Policy: How far can it take us?

The most obvious way for governments to combat inequality is through fiscal policy - decisions about the volume and structure of expenditure and taxation. On the one hand, progressive taxation and spending can help to reduce inequality in disposable income. On the other hand, public spending on education, for example, can assist to reduce inequality in market income by improving the human capital of lower-income households, resulting in greater salaries and earnings. This section deals with the former whereas the latter shall be a part of the second section of this paper.

According to traditional economic theory, taxation is good for the purposes of equality as it takes money from those who are earning well and helps finance redistribution programs for those at the bottom of the economic pyramid. Though this may be bad for the economy as a whole due to loss in incentives for those earning well, it has been assumed that taxation and redistribution should help combat inequality. However, empirical evidence on how beneficial has tax policy actually been is limited, and sometimes it does not corroborate with the theory.

According to Gaspar and Garcia-Escribano (2017) [17], fiscal policy helps offset nearly a third of income inequality. Similar results are found by Bhatti et al. (2015) [18]. Lustig (2018) [19] also finds that fiscal policy unambiguously reduces inequality. However, Goni et al (2011) [20] study six Latin American countries and find that taxes and transfers helped reduce Gini coefficients of disposable income inequality by only one percentage points, in sharp contrast to countries of Western Europe that saw a reduction in Gini coefficients of up to ten percent. Although there is considerable variation across countries, it has been seen that the redistributive effect of fiscal policies is much lower in developing countries when compared to their OECD counterparts. This could be explained by reasons such as lower tax revenue collections and weaker institutions.

Social Policy: Myths and Realities

Scholars and politicians that advocate for social investment (SI) programmes expect that SI policies will reduce income inequality and poverty, among other objectives, however empirical evidence on whether SI policies achieve these objectives is conflicting. On the one hand, studies have shown that specific SI policies have positive consequences. Some studies, on the other hand, imply that SI policies are less pro-poor and, in certain cases, may even worsen inequality and/or poverty. This could be due to the fact that sometimes the benefits of social policies flow to the upper income classes due to intentional capture or faulty designs of programs.

Education spending, according to Huber and Stephens (2014) [21], reduces market income inequality. According to Huber et al. (2020) [22], public education funding minimises wage disparity. Similarly, Bussemeyer (2015) [23] finds that spending on public education reduces income inequality among households. By contrast, Van Vliet and Wang (2015) [24] argue that social investment programmes have become less redistributive. According to their study, when Nordic countries are excluded, government spending on social policies shows a positive relation with income inequality amount eleven European countries, i.e., social policies increase inequality). When they included Nordic countries in the sample, they found no significant association between social investment spending and income inequality. Sakamoto (2021) [25] finds mixed evidence of the effectiveness of social policies in reducing income inequality.

Inequality and Policy in action

This section aims to elaborate on how three major developing countries - Brazil, Mexico and China- have tried to redress inequality and how successful they have been in their goal. Though studying inequality and attributing it to any particular policy remains a challenging task, this section of the paper shall use reliable literature that seeks to uncover answers to some of the most important questions in this area of study.

A) Brazil

Brazil had one of the highest levels of income inequality in the entire world in the past. However, the Gini coefficient experienced a reduction by over five percentage points between 1998 and 2009. This has been attributed to two main policy programs of the government – the Benefício de Prestação Continuada, a transfer for the elderly and disabled, and Bolsa Familia, a Conditional Cash Transfer (CCT). These programs saw huge increases in coverage and also the size of the cash transfers. It has been estimated that these cash transfer programs accounted for nearly 10 percent decline in inequality over the period in question. (Lustig et al, 2013) [7]. Another reason that is also considered to be a cause behind the reduction in inequality is the significant expansion of public education, leading to a fall in the relative wages of more skilled workers and consequently, a decline in labor income inequality. According to Alvaredo and Gasparini (2015) [6], an increase in the national minimum wage also contributed towards the fall in income inequality.

B) Mexico

Mexico also enjoyed a trajectory very similar to Brazil and experienced a reduction of nearly seven percentage points in income inequality between 1996 and 2010 (Lustig et al, 2013) [7]. This was mainly attributed to the implementation and expansion of two major government transfer programs - Progresa/Opportuniades, a CCT programme which reach nearly 19 percent of households in Mexico, and Procampo, a cash transfer for agricultural producers. It has been estimated that these two programmes together accounted for an 18 percent decline in income inequality. Some also argue that a rise in public spending on education contribute to the decline in wage inequalities.

C) China

China's economic structures, institutions, and social policies have all changed dramatically since the end of the 1970s. China's economic growth has been among the world's quickest during the last three decades. Over the same time period, China had one of the world's fastest growth in income and wealth disparity. While annual GDP growth was close to 10% on average between 1985 and 2014, the Gini coefficient of income distribution rose from 0.38 to 0.471 during the same time period. Despite this shift, official figures show that China's income disparity has been decreasing for the past five to six years. The Gini coefficient of national income inequality had reached its highest level in 2008, and has been falling ever since. China has revised its social policy in recent years with the goal of minimising wealth gaps. The government's economic policy has shifted as well, from an emphasis on economic growth and efficiency to equal sharing of the benefits of growth; from supporting investment and export growth to encouraging consumption.

Since 2003, the Chinese government has implemented new measures to boost rural and low-income households' incomes. These programmes have made a significant contribution to closing the income divide between urban and rural households (Li and Sicular, 2014) [26]. They have included an exemption for rural households from agricultural taxes and levies since 2006. This exemption from agricultural taxes and levies has helped to reduce income disparities in rural areas and between urban and rural areas, and since the reforms, taxes have been more progressive. Agricultural subsidies for farming households have been a part of Chinese policy since 2002. These subsidies also led to a narrowing of the income gap between urban and rural

households. In addition, the Dibao Program, a cash transfer programme that guarantees a minimum income for poor and low-income households, which started in the mid-1990s, expanded very rapidly from 1999 onwards to cover rural as well as urban areas. By the end of 2013, nearly 54 million rural people were receiving funds under the programme. Finally, China has gradually expanded its rural social protection framework over the last ten years, both in terms of the areas covered as well as the number of people under its ambit, with two schemes having a particularly noticeable effect - the New Rural Cooperative Medical Scheme and the New Rural Pension Scheme (Shi, 2016) [26].

Concluding Remarks

According to some, governments should primarily be concerned with the question of growth and poverty rather than inequality. This belief supports the view that once the economic pie is maximized, benefits will accrue to the bottom class through economic mechanisms. However, past experience has shown that this may not be the case and special attention is required to address the issue of inequality as it has its own implications for growth and social cohesion. This paper aimed to highlight what methods governments can rely on to achieve this goal. Later, the paper delved into studying the experiences of a few countries in dealing with inequality.

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CONCEPTUAL FUNDAMENTALS IN THE DEVELOPMENT OF PEDAGOGICAL COMPETENCE OF FUTURE PHYSICAL EDUCATION TEACHERS

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ABSTRACT

The article discusses the pedagogical and conceptual basis for the development of valeological competence of future physical education teachers, in which students learn how to solve problems related to valeological thinking, find the best tools and methods to solve problems, systematize observations and experimental results, plan independent work, the ability to monitor and analyze the results of their work, the level of formation of skills in the use of new information technologies.

KEYWORDS: *Basic Concepts: Physical Education Teachers, Valeology, Common Sense, Mechanism, Teaching And Research Process, Systematization, Control, New Information, Highly Qualified Personnel.*

INTRODUCTION

In the development of socio-economic relations in the XXI century, human intelligence and spirituality are becoming more and more the main coordinating, developing factor and tool. Therefore, in accordance with the laws of the Republic of Uzbekistan "On State Youth Policy", "On Education" and the "National Program of Personnel Training" to bring up young people with a high level of knowledge, physically healthy and spiritually rich, comprehensive, independent thinking, has created a solid legal basis for the education of enterprising young people who are able to take responsibility for the future of our country, mobilize their potential in the interests of the people, to realize their intellectual and creative potential. At the same time, the analysis of the situation and the measures taken in the field shows that one of the most pressing issues for a wide range of young people is the lack of a system of healthy lifestyle skills in students of higher education institutions, which make up the majority of young people. At the same time, the development of valeological competence in future physical education teachers is one of the most important issues and requires special research. [1]

In our country, caring for the health of young people, the formation of a healthy lifestyle, the acquisition of skills of regular, independent participation in physical culture and sports is an integral part of the educational process. It is no coincidence that the head of our state Sh.M.Mirziyoev has put forward 5 important initiatives to raise the morale of young people and meaningfully organize their leisure time. In particular, the second initiative is aimed at creating the necessary conditions for physical training of young people, to demonstrate their abilities in

sports. In recent years, a large-scale work has been carried out in our country to promote physical culture and sports, to ensure that young people follow a healthy lifestyle. The activity of sports clubs has been revived, regular competitions in mass sports have been held.

The Action Strategy for the Further Development of the Republic of Uzbekistan identifies priorities such as "education of physically healthy, mentally and intellectually developed, independent-minded, loyal to the Fatherland, strong outlook on life, deepening democratic reforms and increasing their social activity in the development of civil society." It is important to improve the socio-pedagogical mechanisms for the development of healthy thinking in students, the development of practical and technological systems for the development of valeological culture. [2]

Education is an important factor in determining the socio-economic development of our country, in which the social development and physical, mental and spiritual development of the individual plays an important role. Among the important dominants of human activity in the XXI century are his education, upbringing and healthy lifestyle. One of the issues that has been in the public eye for the last decade is the protection of the health of the population and citizens.

This problem is especially important for the student period. According to statistics, 90 percent of general secondary school graduates have problems with this or that disease. When such entrants are admitted to the 1st stage of higher education institutions, 12% of them are diagnosed with various medical diseases, and in the 4th stage, these figures show an increase of 25-30%. Outbreaks appear to be exacerbated between the ages of 19 and 25, according to medical statistics. Adolescents are at risk due to emotional stress, high mental load, in some cases, the ability to adapt to the living environment, as well as the adaptation of interpersonal relationships, various respiratory and intestinal inflammatory diseases as a result of extra income from school.

One of the factors negatively affecting the health of students of higher education institutions is the fact that activities related to complex technological processes do not take into account the internal energy reserves of educational entities, do not consciously treat their own health, do not pay enough attention to health technologies.

Resolution of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 "On the Strategy for further development of the Republic of Uzbekistan", No. PQ-3160 of July 28, 2017 "On increasing the effectiveness of spiritual and educational work and raising the sector to a new level" , April 8, 2019 [3]

Decree F-5465-con "On measures to develop the concept of development of the national idea at a new stage of development of Uzbekistan" and other relevant legal acts pay special attention to increasing the competence of teachers, ensuring the development of an education system based on equivalence of integration processes. [4]

DEVELOPMENT OF SOCIAL COMPETENCE IN THE TRAINING OF TEACHERS

The Action Strategy for the further development of the Republic of Uzbekistan defines the tasks of "improving the quality and efficiency of higher education institutions based on the introduction of international standards for assessing the quality of education and training, stimulating research and innovation, creating effective mechanisms for implementing scientific and innovative achievements." Within the framework of these tasks, ensuring the improvement of organizational and managerial, pedagogical mechanisms for the development of social

competence in the training of teachers on the basis of innovative approaches to improving the quality of vocational education, it is necessary to develop scientific and theoretical bases for developing valeological competence of future physical education teachers. Tasks such as comprehensive training of students in the field of physical education in higher education, the development of the body's ability to easily cope with various mental and physical loads will be addressed.

Physical education is an event of social significance. It stabilizes human health, promotes all-round development. It teaches him to work productively for himself, his nation and his people, to operate freely in a market economy, to show his full potential. It prepares to spread the glory of the homeland to the world, to beware of any malicious forces, if necessary, to defend valiantly. In this regard, the development of valeological competence in future physical education teachers is one of the most important pedagogical issues.

Physical education is a wide-ranging conflict that includes physical education, physical education, physical training, physical training, physical culture, physical growth, physical maturity, physical skill, exercise, physical qualities, and more.

In the development of valeological competence in future physical education teachers, physical education includes such qualities as strength, agility, agility, which are constantly needed in the way of life for a person. This in turn contributes to the efficiency of labor activity. The ability to finish any work you start, to achieve the expected results, is faster content. Consequently, it forms feelings of humanity and patriotism in the development of valeological competence in future physical education teachers. Defending the interests of the homeland makes it a habit to dedicate not only one's strength but also one's life if necessary.

The valeological competence of the teacher lays the groundwork for increasing the effectiveness of his pedagogical activity. Valeological competence, which is part of the general pedagogical culture of the pedagogue as a pedagogical phenomenon, combines the following alternatives: knowledge of health technologies, civility; possession of universal values; the ability to have a healthy lifestyle inherent in the national culture and to form it in students; active participation in the social life of the country; respect for the culture of other nations and fostering these qualities in students, and so on.

CONCLUSION

The valeological competence of the teacher serves the realization of the global goals of the educational process: teaching, educating and, most importantly, the development of the knowledge and skills acquired by the students. Valeological competence, which serves to increase the professional potential of a teacher, helps to increase the healthy intellectual potential of students.

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EFFECTS OF IRRIGATION PROCEDURES AND METHODS ON THE OIL AND PROTEIN QUALITY OF SHADE VARIETIES

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ABSTRACT

In this article are given the scientific data obtained on the protein and fat content of soybean varieties sown in different methods and procedures in the conditions of meadow gray soils of Jizzakh region. %, in variant 9, the protein content of soybeans is 32.4% and the fat content is 19.37%. In variant 9, irrigation was carried out on mulched fields. . Brazil, the United States, Argentina and other countries are major exporters of soybeans, while China, Korea and other Asian countries are major importers. It was found that the protein content of soybean grain of the plant increased by 2.4% and its fat content decreased by 1.08% compared to other options of irrigation (from each field and between fields).

KEYWORDS: *Irrigation, Procedure, Method, Shade, Amount Of Oil And Protein.*

INTRODUCTION

Because of the world's population is growing, the demand for food is also accelerating equally . There are 122.1 million hectare plantation of Soybean on earth is cultivated as a main and secondary crop per, with an annual gross grain yield of 220.6 million tons. Brazil, the United States, Argentina and other countries are major exporters of soybeans, while China, Korea and other Asian countries are major importers. There are 162 million tons of soybeans worldwide by 2020, which is expected to reach 371 million by 2030. Tons [1-5]

Object of research: Experimental fields of Pakhtakor branch of the Scientific Research Institute of Cotton Breeding, Seed Production and Cultivation Agrotechnologies, “Orzu” and “Nafis” varieties of soybeans, soil moisture 70-70-60%, 75-75-65% regimes were obtained.

The purpose of the research. The development of optimal irrigation methods and procedures for high yields of “Nafis” and “Orzu” varieties of soybeans grown as a secondary crop after winter wheat in the meadow gray soils of Jizzakh region.

The objectives of the study are:

To determine the impact of cultivation of soybean varieties on different irrigation methods and procedures on the agrochemical, water-physical and agrophysical properties of the soil;

determination of water consumption for the cultivation of one quintal of soybean grain in different irrigation methods and procedures;

to determine the effect of different irrigation methods and procedures on the growth, development and accumulation elements of replanted soybean varieties;

to determine the cost-effectiveness of the use of different methods and procedures of irrigation of soybean varieties planted as a secondary crop.

The subject of the study is to determine the agrochemical, agrophysical properties of soils, methods and procedures for irrigation of soybean varieties, water consumption, plant growth and grain yield.

Research methods. The research was carried out on the basis of biometric measurements of plants, laboratory analysis of soil and plant samples, phenological observations on the methodology "Methods of field experiments" and mathematical and statistical analysis of BA Dospekhov's method "Field experience".

Results

Today, the amount of protein and oil obtained from soybeans which were planted in the fields of winter wheat in our country as a secondary crop serves to ensure food security for the population of our country. The grain content of these varieties was studied in the laboratory. [6-8]

In the study of soil moisture in the care of the "Nafis" variety of soybeans in the order of 70-70-60% relative to the Limited Field Moist Capacity (LFMC) in the 1st variant of each grain irrigated protein content of 31.6%, fat content 20.47%, in the 2nd variant irrigated intermittently these indicators are respectively 32.3; 19.82%, and in variant 3, where the row spacing was mulched with film, 33.7; 19.46%. It was found that the protein content decreased by 2.1%, but the fat content increased by 1.01% in the variants using other methods of irrigation (from each field and between the fields) compared to the option of irrigation in mulched fields. [9,10]

In the 4th variant of soybean irrigation, irrigated in the traditional way (from each field), the protein content of soybeans is 34.5%, fat content is 20.61% (soil moisture is in the order of 75-75-65% relative to LFMC), in variant 5, irrigated intermittently, these values are 35.0, respectively; 20.49%, in variant 6, where the row spacing is mulched with film 36.1 and 19.39%. Irrigation in mulched fields showed a 1.6% increase in protein content compared to other (each row and inter-row) irrigation options, but a decrease of 1.22% (Table 5.10). [11,12]

In the care of the Orzu variety of soybean, in the 7th variant irrigated from each field, the protein content of soybean grain is 30.0%, fat content is 20.40% (soil moisture is in the order of 75-75-65% relative to LFMC), In the 8th variant, irrigated intermittently, the protein content of soybeans is 30.6%, fat content is 20.45%, In variant 9, the protein content of soybeans is 32.4% and the fat content is 19.37%. In variant 9, irrigation was carried out on mulched fields. It was found that the protein content of soybean grain of the plant increased by 2.4% and its fat content decreased by 1.08% compared to other options of irrigation (from each field and between fields).

In the 10th variant, (soil moisture is in the order of 75-75-65% relative to LFMC) irrigated by the traditional method (from each branch) in the care of the Orzu variety of soybean, the protein content of the soybean grain of the plant is 31.3%, the fat content is 20.44%, in variant 11, irrigated intermittently, these figures are 32.5, respectively; 20.70 5%, in the 12th variant, where the row spacing is mulched with film, 34.2; Was equal to 19.80%. [13]

In the care of the Orzu variety of soybean, (soil moisture is in the order of 75-75-65% relative to LFMC) the protein content of the plant's grain increased by 2.9% compared to the variant used in the traditional methods of irrigation (10-11 variants from each field and between the fields). while a decrease of 0.64% was found (Table 5.10). [14]

CONCLUSION

In conclusion, it should be noted that when the soil moisture is 70-70-60% and 75-75-65% relative to the LFMC, in the variants of irrigation (variants 3, 6, 9, 12), where the interval between rows was irrigated with film-mulched branches, in the care of Nafis and Orzu varieties of soybean with irrigation from each row and between rows, an increase in the protein content of the grain of the plant by 1.2-2.9%, as well as a decrease in the fat content of 0.64-1.22% .

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LINGUA-CULTURAL ASPECTS OF MEDICAL PERIPHRASES OF ENGLISH LANGUAGE

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ABSTRACT

Economic, cultural, and scientific contacts between countries and their peoples make relevant topics related to the study of intercultural communications, with the study of the relationship between languages and cultures. Periphrases, including medical periphrases, like other language and speech units, are separate units belonging to the lingua-culture of each nation. In this article, analyzing lingua-cultural aspects of the medical periphrases of the English language, folk proverbs, aphorisms, as well as small passages were investigated.

KEYWORDS: *Lingua-Culture, Traditions, Intercultural Communications, The relationship Between Languages And Cultures, Medical Periphrases, Science, English Language, Proverbs, Aphorisms, Scholars, Speech Process.*

I. INTRODUCTION

Each person belongs to a certain national culture, including national traditions, language, history, and literature. Economic, cultural, and scientific contacts between countries and their peoples make relevant topics related to the study of intercultural communications, with the study of the relationship between languages and cultures. Even E. Sapir wrote: "Language is a guide that is becoming increasingly important as a guiding principle in the scientific study of culture" [1].

The trend toward interpenetration of various branches of scientific knowledge is one of the defining characteristics of science in the 20th century. In the field of the humanities, the expression of this desire for synthesis was the intensification of cultural studies, i.e. studies of the phenomenon of culture, which includes all the diversity of human activity and its objectified results [2].

II. Literature review

The roots of cultural linguistics go back to the theories of W. von Humboldt. Although the term "Lingua-culture" was first studied by V.N. Telia in linguistics [5], the main research in this area was carried out by V.A. Maslova [6].

V. Maslova defines the essence of science as follows: "Cultural linguistics is a science that arose at the intersection of linguistics and cultural studies, and which explores the manifestations of the culture of the people, displayed and fixed in the language" [6]. V. Telia believes that lingua-culture is a science dedicated to the study and description of the correspondence of language and culture in their synchronous interaction [5]. V.Vorobyov relies on the fact that lingua-culture

studies the national-cultural semantics of language units to understand them in their entirety of content and shades, to a degree that is as close as possible to their perception by native speakers of a given language and culture. According to him, lingua-culture is an aspect of linguistics that studies the problem of reflecting the national culture in the language [3].

The first experience of the semantic study of periphrases can be associated with the generative grammar of N. Chomsky. A study of the problems of syntactic semantics in the framework of generative grammar led to the development of numerous processes (attachment, elimination, permutation) and lexical filling rules that provide various transformations of semantic representations into surface-syntactic ones [10]. I.A. Melchuk and A.K. Zholkovsky used paraphrastic sentences for machine translation. Such an approach is not accidental; it coincides chronologically with the development of transformational grammar when the focus was on the problem of constructing variants of sentence models based on certain deep structures [10].

Much attention was paid to the problem of periphrases in the framework of the theory of linguistic semantics in the works of J. Lakoff, C. Fillmore, J. Katz, and many other researchers. C. Fillmore was one of the first scientists to address the semantic aspects of periphrases ("periphrases" in the terminology of the author). He noted that peripheral relations exist in different languages, i.e. relate to the number of language universals [7]. Analyzing examples such as "My hair is black", "I have black hair" (or "He is tall", "John had a dream about Mary"), C. Fillmore pointed to the possibility of a variable expression of certain semantic representations and the existence of representative names and deputy names [8]. This mechanism, in particular, explains the relationship between the predicates "offer" and "make an offer", "kick" and "give a kick" [9].

At the same time, most English scholars have studied periphrasis and similar stylistic devices as an important characteristic feature of fiction, focusing mainly on the functional features of this phenomenon. The relationship of English periphrases to categories and their place in the text is also studied in Y.T.Lisovskaya's research, in E.L. Tunitskaya's dissertation on the linguistic-pragmatic features of periphrasis [11], and in M.A. Sirivlya's research in the role of this linguistic phenomenon as an expressive medium in press language [12].

The study of periphrasis in Uzbek linguistics began in the 90s of the XX century. The first study on periphrasis was published by H. Shamsiddinov. In his article on periphrases, Sh. Turniyozov made some comments on their construction. Periphrases in Uzbek linguistics were first studied in a monographic plan by I. Umirov.

III. Analysis

Periphrases, including medical periphrases, like other language and speech units, are separate units belonging to the lingua-culture of each nation.

We know that periphrases, as a methodological tool, give speech loftiness, imagery, and enrich the content of the dictionary, based on the requirements of social development. It does not allow repetition in the speech process, encourages the speaker to eloquence, and the listener to philosophical observation. In this regard, in addition to the general features listed above, medical paraphrases also serve to provide a level of understanding of the information transmitted by the informant (usually a doctor) to the recipient (usually the patient or his relatives). That is, it can also serve to ensure that medical speech, rich in scientific terms (as a rule, inaccessible without scientific terms), is constructed in such a way that it is understandable to a reader or listener

(recipient) who does not own this area or is far from medicine. For example: 1) **Conjunctivitis** can be allergic, viral, or bacterial. It is easy to get from dirty hands, washcloths, cosmetics, or towels that have the *Staphylococcus aureus*, *Streptococcus pneumonia*, and *Haemophilus influenza*. 2) **Pink eye** can be allergic, viral, or bacterial. It is easy to get from dirty hands, washcloths, cosmetics, or towels that have *bacteria*, or *viruses* attached to them.

In the first sentence, medicine-related scientific terms such as conjunctivitis, *Staphylococcus aureus*, *Streptococcus pneumonia*, *Haemophilus influenza* were used, which are unclear to the average patient and are difficult for anyone not to understand. In the next sentence, *the pink eye* was used instead of *conjunctivitis*; *Staphylococcus aureus*, *Streptococcus pneumonia*, *Haemophilus influenza* were replaced by *bacteria*, *virus* periphrases, which were able to make medical speech understandable to the patient or to simplify the language of medicine, bringing it closer to ordinary folk speech.

Another example: *A Salmonella bacterial infection causes gastrointestinal symptoms. – Food poisoning causes gastrointestinal symptoms.* In the first sentence, the medical scientific term *Salmonella* was used, which is unclear to the average patient. However, the periphrasis *food poisoning* which is used instead of *Salmonella* is more understandable to the patient, and periphrasis serves to simplify the medical ordinary terms to ordinary people.

It should be noted that medical periphrases can occur directly in connection with the medical speech of the owners of the field depending on the nature of their formation.

It is worthwhile to give the following examples of periphrases (in the framework of Covid-2019) that occur in the English speech in direct connection with the medical language of the owners of the field:

President Donald Trump has called the coronavirus an “invisible enemy” that’s “brilliant” and “tough and smart”, adding that we are “tougher and smarter” (The Conversation, May 22, 2020);

Several approaches are being utilized to control the outbreak of this fatal viral disease (Expert Review of Anti-infective Therapy, Volume 19, 2021, page: 137);

The relapse into crisis also harmed Biden's credibility as the President who was elected to put the pandemic in the past, since he declared on July Fourth the nation was emerging from a "year of pain, fear and heartbreaking loss" and left a clear impression that the worst was over (CNN Politics, September 9, 2021);

When governments face a public emergency that **“threatens the life of the nation”**, and they cannot achieve their public health or other public policy objectives by imposing only these restrictions (Human Rights Watch, February 11, 2021);

The obligation of governments to protect the public from this **deadly pandemic** is not a carte blanche for placing a chokehold on information and suppressing dissent (Human Rights Watch, February 11, 2021).

In the examples given, we observe that more than a dozen periphrastic units, such as *invisible enemy*, *viral disease*, *year of pain, fear, and heartbreaking loss*, *threaten the life of the nation*, *a deadly pandemic* has been used in Uzbek and English in connection with coronavirus, which is directly related to medical speech.

The emergence of periphrases about the medical field and representatives of this field is unique. We observe the following periphrases in English, which are directly related to representatives of the medical field and their difficult and responsible profession. For example, the British called Democritus *the father of atomic theory*, Hippocrates - *the father of modern medicine*, and his ideas - with such allegorical units as *the gift of knowledge*.

In addition, periphrases such as *Florence Nightingale*, and *Lady with a Lamp* are used for enthusiastic nurses in the field of medicine. For example: “*Thank you for taking care of my mom; you are the real Florence Nightingale.*” The importance of English culture in the use of this periphrasis is noted, as Florence Nightingale was a passionate nurse of her day, earning respect and respect among the people over the years by caring for wounded soldiers at the front with a lamp in her hand. Thus, in English culture, the use of paraphrases such as “Florence Nightingale” and “Lady with the Lamp” evokes a greater sense of pride in the services they render to passionate, dedicated nurses.

IV. DISCUSSION

Analyzing lingua-cultural aspects of the medical periphrases of the English language, folk proverbs, aphorisms, as well as small passages were investigated.

We know that every aspect of folk culture is reflected in its language and is a key tool in transmitting national values to future generations. While the language has the function of preserving cultural symbols and passing them on to the next generation, it is also a lingua-cultural mirror that reflects a worldview based on national values as a means of expressing the national mentality of a particular people.

In the English lingua-culture, there are linguaculturemes associated with medical periphrases, a unit that reflects the national worldview, folk mentality, stereotypes, and cultural characteristics of the English people. In English speech, we can observe many medical periphrases embedded in folk proverbs, aphorisms, as well as small passages. For instance:

A merry heart doeth good like a medicine.

Laughter is the best medicine.

A cheerful heart is a good medicine, but a broken spirit saps a person’s strength.

A joyful heart is a good medicine, but a crushed spirit dries up the bones.

A glad heart promotes health, but the bones of a sorrowful man dry up.

A joyful mind maketh age flourishing: a sorrowful spirit drieth up the bones.

Being cheerful keeps you healthy. It is slow death to be gloomy all the time.

A rejoicing heart does good to the body, and a struck spirit dries the bone.

A happy heart is a good medicine and a joyful mind causes healing, but a broken spirit dries up the bones.

From the above proverbs, it can be understood that laughter is the best medicine for English speakers, i.e. English people believe that laughter has profound psychological and physiological benefits for people, is a powerful stress reliever, and even a powerful medicine that can strengthen the immune system, and relieving pain in the body. That is why they consider laughter

to be one of the most important factors in maintaining health. This trait in English people goes back to their centuries-old culture, so they always laugh at people they know and don't know. For them, laughter is not only one of the most important means of communication but also one of the main factors in maintaining health.

You can also find various health articles related to medical periphrases:

A good laugh and a long sleep are the best cures in the doctor's book.

Work is half of health.

Good health and good sense are two *great blessings*.

The beginning of health is to *know the disease*.

When the head aches, *all the body is the worse*.

Good health is *the sister of beauty*.

The tiredness of the body is the health of the soul.

V. CONCLUSION

To conclude, language is a means of carrying out a specific culture of a nation and a universal culture in harmony with the way of life of this nation, inherited from its ancestors, a tool of spirituality, as well as a factor in enriching and polishing the language, the formation, and development of the owner of the language. When approached from this point of view, language and culture are not the same thing but are dialectical concepts that lose their meaning in isolation from each other.

Paraphrases, including medical periphrases, as well as other language and speech units, are considered separate units belonging to the linguistic culture of each nation.

A variety of medical periphrases that have a special meaning in speech as units used in the English language carry linguacultural aspects that are characteristic of a given nation, the culture of a given nation. Through such periphrases, the study and analysis of the specific traditions and values of Western culture from a linguacultural point of view allows a deeper study of the mentality, culture, and values of the nation.

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DEVELOPMENT OF MATHEMATICAL MODELS IN THE DEVELOPMENT OF INVESTMENT ACTIVITIES OF THE AUTOMOTIVE INDUSTRY IN UZBEKISTAN

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ABSTRACT

Development of economic-mathematical models of multifactor static analysis is one of the most reliable tools for research of activity of enterprise or industry as a whole, the impact on production for the purpose of increase of its efficiency. The decisive influence on labor productivity level has the growth of workers' qualification. Dynamics of labor productivity is mostly influenced by changes in the structure of industrial-production personnel.

KEYWORDS: *Economic And Mathematical Modeling, Investment Activity, Automotive Industry, Multifactor Static Analysis, Labor Productivity.*

INTRODUCTION

In the TRIAD countries (USA, Japan and EU) the automotive industry has developed into a high-tech network, while in the BRIC countries (Brazil, Russia, India and China) it started with simple products. The EU produces about 16 million cars a year, accounting for 26% of world production per year. Thus, cars are one of the most important products with an annual turnover of about 700 billion euros. The automotive industry, with 210 plants in Europe, exports net sales of 75 billion euros a year. It is also the largest sector investing in private research, with more than 5,800 patents a year. Germany, the biggest player in the European automotive industry, employs more than 750,000 people directly in the automotive industry in more than 45 plants. In the U.S., the auto industry accounts for 4-5 percent of the U.S. gross domestic product. In Japan, nearly 790,000 people work directly in the auto industry. [1]

By 2025, the share of global auto sales in the BRIC countries is expected to approach 50 percent, and the TRIAD and BRIC markets are expected to merge over the next 5-6 years in terms of consumer demand and behavior.

Uzbekistan's automotive market in 2020 shows positive dynamics: the market volume was 203 thousand cars in 2020, showing a growth of 72% over the previous year.

Material and methods

Today, Uzbekistan is the only country in Central Asia, which produces a full range of passenger cars and commercial vehicles. Currently, more than 85 enterprises in the country work in the automotive industry and cooperate with more than 200 foreign companies and organizations in this field. More than 28,000 people work in the industry today.

Generalized data on the development of the domestic automotive industry in general characterize the state of the industry. However for diversification of the branch and increase of competitiveness of let out production the deep analysis of technological level of the enterprises of automotive industry with the account of world tendencies and attraction of the approved in practice tools and methods is necessary.

In particular, multifactor mathematical models give an opportunity to reveal certain regularities in the development of an economic object and to visualize the relationship between various technical and economic indicators of its functioning.

It should be noted that to increase the accuracy of calculations related to economic and mathematical modeling of production efficiency at enterprises of the automotive industry, allows the use of multifactorial statistical models that characterize the change in economic indicators under the influence of determining factors.

When creating economic-mathematical models, statistical information was collected on LLC "Samarkand Automobile Plant" ("SamAvto"). The initial information covers the period from 2011 to 2021, as well as the project tasks for 2022. [2]

The standard program of linear regression analysis was used as a mathematical tool for the implementation of the static analysis.

The use of actual indicators reveals the real picture of the impact of a particular determinant on the outcome indicator.

Results

Statistical analysis of the data in creating multifactorial mathematical models was performed in several stages. In the first stage the factors that have the greatest impact on the value of the modeled indicator were selected.

Let's describe the obtained results for the economic indicator under study.

Labor productivity model.

Labor productivity is the efficiency of labor, the ability of a particular labor, depending on the social and technical conditions of production, to produce a greater or lesser amount of material goods per unit time.

This index serves as an integral indicator characterizing the level of organization of labor and production. Hence the necessity of research and inclusion of coefficient of productive capacity utilization into economical and mathematical model. The decisive influence on labor productivity level has the growth of workers' qualification. Dynamics of labor productivity is mostly influenced by changes in the structure of industrial-production personnel. At the present time the growth of number of engineering and technical personnel is conditioned by technical process, strengthening of laboratory base, creation of design bureaus, expansion of scales of scientific and research work, the increase in the complexity of work on the improvement of technology and organization of production.

The above-mentioned was the basis for the possibility of reflecting the factor of the share of engineering and technical workers in the total number of employees of the enterprise in the labor productivity model.

Taking into account the above said, the economic-mathematical model of the labor productivity includes:

y - labor productivity, mln.sum/person.

x1 - cost of introducing new technology, million soums.

x2 - coefficient of production capacity utilization, %.

x3 - share of engineers and technicians (ITR) in the total number of employees, %.

In a more general form a linear multiple regression is written as follows:

$$y = a_0 + a_1 x_1 + a_2 x_2 + \dots + a_m x_m,$$

where y is the theoretical value of the resultant trait;

x_i - arguments (factors);

m - number of the studied factors;

a_i - particular regression coefficients, showing the degree of influence of each of the factors on the function;

a₀ - residual term, characterizing the average value of the function.

In our study we obtained the following value in natural scale: linear regression model of the type:

$$y = 9.852 + 0.011 x_1 + 0.057 x_2 + 0.024 x_3$$

Let us present the characteristics of the indicators of the regression equation.

The multiple correlation coefficient R, evaluating the total influence of all three factors, is high enough R=0,880. It testifies to the fact, that the general dispersion of the labour productivity on 77 % (R²=0,77) is determined by the variability of the factors, taken into account in the model.

Static reliability of the multiple correlation coefficients is usually checked with F criterion. This tests the hypothesis that there is no connection between the function and the set of considered factors-arguments in the general population, i.e. that in reality R=0. This usually uses a table F distribution, and the calculated value of the F-criterion at the 5% or 1% level of error is compared with the table ones. If at the given number of degrees of freedom the calculated value

appears to be greater than the tabulated value, the hypothesis is rejected and the multiple correlation coefficient can be considered statistically significant.

So, one can consider the multiple correlation coefficient in the labor productivity model to be reliable enough as the calculated value of F-criterion $F = 36,72$ is much higher than the table one $F_{\text{tab}} = 4,45$ with $p = 0,01$.

After determination of significance of the multiple correlation coefficients, a confidence interval is constructed, which is determined as follows. Confidence interval for multiple correlation coefficient can be considered significant if calculated value of tR criterion significantly exceeds its tabulated value at a given confidence coefficient. In our case it is obvious, as the calculated value of tR - criterion: $tR(\text{calculation}) = 23,08$ significantly exceeds the tabulated $tR(\text{tab}) = 2,80$ at $p = 0,01$. Significant confidence interval for the multiple correlation coefficient emphasizes the reliability of the selected by us initial information.

The reliability of the multiple correlation coefficient, determined by the Fisher criterion (F-criterion) characterizes the adequacy of the constructed model. The coefficients a_i ($i=1,2,3$) show how much the value of Y increases when the corresponding x_i increases by 1.

The economic-mathematical model of labor productivity on the natural scale shows that increasing the value of costs for the introduction of new technology by 1 million soums increases the average output of one worker by 0,011 million soums. Increase of coefficient of production capacity utilization by 1 % will promote increase of average output by 0.057 million soums. Increase of a share of engineers and technicians in total number of employees by 1 % leads to increase of average output of one worker by 0.024 mln. soums.

DISCUSSION

Significant contribution to the study of economic and mathematical modeling was made by foreign economists: Bem-Baverck, Walras, W. Parreto, J. Hicks, P. Samuelson, V. Leontiev, V.K. Dmitriev and others. At research of development of economic-mathematical modeling in our country authors relied on works of economists and experts in this area, such as S.S.Gulyamov, T.Sh.Shadiev, S.A.Salimov, A.A.Almuradov and others. [3]

At the same time, of the foreign scientists in the field of organization and management of road transport enterprises, Z.I. Aksenov, V.P. Bychkov, N.K. Gorshenin, Y.H. Guketlev, I. Demjanovich, V.I. Tabakov, and L.B. Mirotin made their contribution. Scientists of our country, such as G.A. Samatov, T.Yu.Kadyrov, M.N. Ravshanov, M.N. Irisbekova, M.B. Kalonov, G.A. Abdilakimov, E.A. Kamalova, Z.K. Usmanov, A.M. Merganov, R.G. Samatov conducted scientific research in the organization of innovative and investment processes in road transport.

CONCLUSION

On the basis of the developed models of the main technical and economic indicators of the enterprise operation the main reserves and sources of increasing of these indicators can be defined.

In order to achieve this goal, it is expedient to:

1. Additional capital investments and investments should be directed to the creation of new restructured enterprises.

2. Expand raw material base of the enterprise due to increase of total volume of production and release of export-oriented production.

3. The predictive model of labor productivity which we have developed testifies to the real possibility of increase of labor productivity which increases for the period 2011-2025 by 85 %.

Acknowledgement

The construction of multifactor correlation models of the most important indicators of automobile enterprises allows to apply the obtained results with sufficient substantiation for revealing the reserves of increasing the efficiency of production as well as for selecting the significant factors in the models of forecasting of these indicators.

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SPECIFIC FEATURES OF THE PUBLICISTIC STYLE IN ENGLISH

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ABSTRACT

This article provides a detailed analysis of the specifics and functions of British journalism. The aspects and genres of journalism that play a key role in achieving its goals and objectives are discussed. It also describes the functions performed by the media and compares them with the functions of journalism. Newspaper articles also mention common vocabulary. Linguists have also used their views on the specifics of the journalistic style.

KEYWORDS: *Journalistic Style, In Formativeness, Expressiveness, Genre, Publicist Style, Publicism, Compound Words, Journalism, Addressee, Public, Influence, Mass Media, Advertising.*

INTRODUCTION

Stylistics is a special branch of linguistics that studies styles and stylistic resources. Styles are varieties of language, due to differences in the areas of communication and the main functions of the language [1]. Publicistic style occupies a special place in the system of styles of the literary language, since in many cases it must process texts created within other styles. The journalistic style as a whole is characterized by a special emotionality, "passion, evaluativeness (in terms of socio-political significance)", sharpness of expression, polemicalness.

MATERIALS AND METHODS

Journalism not only reflects everyday life, but also forms public opinion. Publicism is based on the principles of "social and evaluative use of linguistic means". The language of journalism combines in formativeness, logicity and "mandatory emotionality, evaluativeness, the unity of such opposing linguistic tendencies as an orientation towards standardization of speech, the use of speech standards (speech clichés), on the one hand, and the desire for expression, for the revitalization of speech, on the other". In formativeness ("informative and communicative function") of the language of journalism is manifested in the orientation to speech standards (cliches). For example, *to be in the forefront, to report, to make an important contribution, to lead the standings, to bring to life, to meet difficulties*, etc. Publicistic style is an open system that includes elements of other styles.

This style is often used in propaganda speeches. The purpose of the publicistic style is to influence listeners and readers to agitate and promote socio-political ideas in newspapers and magazines, on radio and television, at meetings and rallies.

In the journalistic style, in addition to neutral, high, solemn words and phraseological units are widely used (*power, rise, overcome, stand to the death*, etc.), emotionally colored words, particles, interjections, simple syntactic constructions, rhetorical questions, exclamations, repetitions, a great amount of compound words etc. In accordance with the main goal of this style, socio-political and moral-ethical words and phraseological units are used in it (for example: *deputy, defense, politeness, compassion, black gold*, etc.).

Publicistic style is represented by the following a rich variety of genres:

- 1) Newspaper genres - essay, reportage, article, feuilleton;
- 2) Television genres - analytical program, news report, interview, live dialogue;
- 3) Oratory genres - speech at a rally, public speeches of politicians, slogans, toasts, debates;
- 4) Communication genres - press conference, summit, meeting "without a tie";
- 5) Advertising genres - advertising essay, advertisement [2].

Reflection of reality in texts is an important task of a journalist, but journalism involves understanding, evaluating these facts, and, consequently, the presence of the author in the text. So, according to E. S. Shchelkunova, a journalistic text "is always "author's", regardless of how clearly the subject of the statement is present in the fabric of the text. The reader receives facts and their interpretation in it, even if it will be expressed simply in the selection of information" [3].

The journalistic style is connected by socio-political, economic and cultural relations as a sphere of public communication. The author acts in a journalistic style as a public figure, usually a person professionally associated with this area, a journalist, a politician. The addressee of the journalistic style is a wide range of readers and viewers of the media (mass dispersed addressee). The purpose of the journalistic style is to provide information about the latest current events in the country and the world, to influence the audience, to form public opinion. The journalistic style functions in written and oral form, manifests itself in a monologue, dialogue and polylogue. The type of communication is public. The most characteristic genres of a journalistic style are an informational note, an informational message, an essay, a reportage, a feuilleton, an interview, a public oratorical speech (entertainment, informational, campaigning), a judicial speech, a speech on radio, television, etc.

Informing citizens about the state of affairs in socially significant areas is accompanied in journalistic texts by the implementation of the second most important function of this style - the function of influence. The goal of a publicist is not only to tell about the state of affairs in society, but also to convince the audience of the need for a certain attitude towards the facts presented and the need for a certain behavior. This is the reason for the bright emotionally expressive coloring of the journalistic style, which is not characteristic of either scientific or official business speech. Consequently, the journalistic style is characterized by open tendentiousness, polemicism, and emotionality [4]. According to A. A. Abdukarimova, the characteristic features of journalistic works are the relevance of the issue, political passion, imagery, sharpness and brightness of presentation. They are due to the social purpose of journalism - reporting facts, forming public opinion, actively influencing the mind and feelings of a person [5]

RESULTS AND DISCUSSION

Publicistic works are characterized by an unusual breadth of topics, they can relate to any topic that has come to the center of public attention. This undoubtedly affects the linguistic and stylistic features of this style. On the other hand, a number of topics are constantly in the center of public attention, and the vocabulary related to these topics acquires a journalistic coloring. Thus, in the composition of the dictionary of the language, a circle of lexical units' characteristic of the journalistic style is formed.

As we know that the mass media (media) perform the following functions in society:

1. Informational, inform society about events and facts taking place in society
2. Commentary-evaluative, give information about events accompanied by an assessment and commentary, affect the addressee (messages, facts and comments), form people's opinion about a particular event, fact.
3. Hedonistic, they represent not only entertaining information, but also information that simply gives a person pleasure.

One of the important features of the journalistic style is the combination of two language functions within its framework: the function of the message (informative) and the function of influence (expressive).

The influencing function of the journalistic style determines the expressiveness of this style. Expressiveness is manifested primarily in the evaluation of events and phenomena. Evaluation is expressed by the use of adjectives, nouns, adverbs with the meaning of a positive or negative assessment of the type: wonderful, interesting, important, sufficient, grandiose, unprecedented, grandiose, etc. Evaluation can be expressed not only by lexical means. It can also be word-building means, for example, superlative suffixes of adjectives, evaluation suffixes of nouns: *the highest, the most interesting, the most important, grouping, hazing, assault*.

Expressiveness is thus expressed by a variety of linguistic means, including the structure of the sentence.

The informativeness of the journalistic style is achieved by:

1. Documentary - factual manner of presentation through the use of special terms, special vocabulary, professional words;
2. Generalization of presentation, its analyticity;
3. "Neutrality" of presentation, which is facilitated by non-expressive vocabulary; complex syntactic constructions are used, especially with a subordinating connection.

As for the main features of the journalistic style can be considered the followings:

1. Combination of expression and standard. The presence of means that reflect expressiveness in journalism is greater than in other styles. The use of expressive means is associated with an impact on the audience. The standard appears where information is repeated every day: on official visits, when a weather forecast is announced, a statement of the fact of a catastrophe, etc.
2. The constant desire for novelty, which entails the appearance of a large number of neologisms. Neologisms, on the one hand, are the most powerful means of expressing expression, on the

other hand, neologisms are a colossal source of clichés. A successfully found technique, expression, word begins to be replicated, gradually losing expression and eventually becoming a common expression.

3. Simplicity and accessibility: the simplicity and accessibility of the journalistic style is determined by the mass character of the media addressee and the requirements for the text associated with this: small sentences, the use of common vocabulary and logic, clarity, emotionality, etc.

4. Advertising: attracting the attention of the addressee, especially manifested in the headlines; one of the most characteristic stylistic features of the journalistic style.

5. Documentary-authenticity: This quality, unfortunately, is not always characteristic of today's newspaper and television and radio materials.

CONCLUSION

So, as we have already noted, the main feature of journalistic texts is the combination of standard and expression, which is due to the two most important functions of journalism. The stylistic features inherent in modern journalistic texts are reflected in the media of different countries, and, accordingly, different languages. To the stylistic features of a journalistic text at the lexical level, we include a wide coverage of the vocabulary of the literary language. On the one hand, it includes a wide range of book words, including terminology, on the other hand, it uses colloquial and occasionally colloquial vocabulary, as a rule, with special stylistic purposes. However, at the same time, some categories of words turn out to be typical for journalism, for example: socio-political terminology, compound words, special newspaper professional vocabulary, as well as a large range of foreign borrowings. [6]

The modern main stylistic features of journalistic text are: figurativeness, expressiveness, relevance of issues, sharpness and brightness of presentation; search for new language means; open expression of the author's position; widespread use of established speech turns; the huge role of keywords characteristic of a particular era, ideological direction; combination of standard and expression; individuality; genre diversity; both monologue and dialogic speech, oral and written, are involved.

Thus, mastering the basic techniques of a journalistic style contributes to the development of a culture of speech, as well as professional communication skills, the ability to vividly and accurately express one's opinion on what is happening, to evaluate events, facts, and processes. As the brilliant American politician Paul O'Neill said: "You have to grab the reader by the throat in the first paragraph, in the second - squeeze it tighter and hold him against the wall until the last line."

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PROPHET OF THE PEACE AND BLESSINGS OF ALLAH BE UPON HIM (O PROPHET OF THE PROPHET HOOD...)

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ABSTRACT

In this verse of Hazrat Navoi praises many qualities of Allah: kindness, power, forgiveness, mercy. The verse is also remarkably artistic. In the course of the analysis, we came across many unique and beautiful examples of art, including: tasbeh, tanosub, tazod, rhymes. Like other works of Navoi, this verse has passed through the centuries and has not lost its value to this day.

KEYWORDS: Praise, Eloquence, Kindness, Piety, Imagination, Inadequacy, Flaw, Guidance, Grace, Kindness

INTRODUCTION

One of the genius creators, Alisher Navoi is an epic poet who created the great "Khamsa" in the Uzbek language, a scientist who has written dozens of scientific works, but also a brilliant and mature lyric poet. Navoi wrote in his preface to Khazayn-ul-Maoniyy that he spent his entire life "through poetry and poetry." Therefore, each couplet of the great Navoi's creative heritage requires a separate approach, a unique method of analysis and interpretation. Instead of being placed in the "Garoyib Us-sig'ar" divan, the third collection's art, symbolism, more than a dozen aspects of love similar to May, and the consequences of the end, are completely opposite differences, each we have extensively analyzed the external and internal meanings of a byte. Although the problems of the poet's writing styles have been comprehensively solved in Navoi studies, there are many points of his analysis. After all, with each line, the creative legacy of this great word artist, associated with eternity, deepens as one studies it. The mysteries of the poet's secret are getting deeper and deeper. Alisher Navoi's "Badoyeul-bidoya" is a collection of enlightening couplets after praise, recitation and sermons. For information, Alisher Navoi's lyrical poems are collected in 8 collections. Badoyeul-Bidoya (The Beginning of Art) is the first official collection composed by the poet himself. The work was compiled between 1472 and 1476 at the request of King Hussein Boy of Khorasan. Alisher Navoi's Bado in ul-Bidoya has the sixth copy in Turkey. It turns out that the manuscript was written by the famous calligrapher Sultanali Mashhadi during Navoi's lifetime. In the Middle Ages, all the works of Eastern epics began with the praise of God. Navoi also started his epic with the praise of Allah and dedicated a special chapter to this issue. In this chapter, the poet describes how God, the Creator of all things, from the heavens and the sun, guides, moves, connects and unites every particle, the whole plant and

animal world, and human society with his sublime intellect and compassion for each human being described with great enthusiasm. This ghazal that we have analyzed is the 6th ghazal in collection. First of all, we decided to quote the full text of the poem. [1-5]

Ey, nubuvvatxaylig'axotambaniOdamaro,
Gar alar xotam, senulotkim, bo'lurxotamaro.
Yuzeshigintufrog'igasurtaolg'aymenmu deb
Charxqasridinquyoshharkuntusharolamaro
Anjumichraorazingme'rojshomio'ylakim,
Tushsadurrihabcharog'ihartarafshabnamaro.
Ne chunkiymishqarohar yon solibjabrig'achok,
Firqatingdin Ka'ba gar qolmaydururmotamaro?
Sofko'nglidayuzungmehrino'yoasramish,
Tushchog'iharkunquyoshaksiemasZam-zamaro.
Mash'alebo'lmishmalakilgidaravzangboshig'a
Oy charog'iharkechabunilguntoramaro.
Qum emasBathodakim, mehrijamolinghajridin
Zarra-zarrajismibir-biridinto'kuldig'amaro.
Yo'lemas, Yasribdayirtibduyuzintirnog'ila
Maqdaming to yetmadiulvodiynixurramaro.
Itlarningmaxsusumahzundir, Navoiy, koshki,
Kirsabumahrums ham ulzumrayi mahram aro.

In this verse, the noble qualities of our Prophet Muhammad (peace and blessings of Allaah be upon him) are distinguished from all other prophets: [6]

Nubuvvat-Prophecy, embassy

Xayl- It's dark outside

BaniOdam-generation, humans

Xotam- The eye of the ring, the seal

Prose statement:

O He who is worthy of the seal of prophet hood among the children of men

If they are rings, you are their ruby eye

If we turn our attention to the analysis of the verse, the life and biography of Muhammad are narrated in the biography, and the narrations about his words and deeds are narrated in the hadiths. In Islamic teachings, Muhammad is described as a perfect human being.

If we turn our attention to the analysis of the verse, the life and biography of Muhammad are narrated in the biography, and the narrations about his words and deeds are narrated in the hadiths. In Islamic teachings, Muhammad is described as a perfect human being.

It is said that the life of the Sunnah prophet should be an example for all Muslims. In the Islamic tradition, it is stated that Muhammad did not have any supernatural, divine attributes, but was an ordinary man like everyone else, but he was the true and last prophet of Allah. [7]

Many works have been written about Muhammad's form, character, human qualities, and characteristics that set him apart from other prophets. This passage also describes how the Prophet (peace and blessings of Allaah be upon him) was distinguished from all others by his supernatural and divine qualities.

Yuzeshingintufrog'igasurtaolg'aymenmu deb

Charxqasridinquyoshharkuntusharolamaro

Yuz-to enter, to face

Charx- the sky

Qasr- caste

Prose statement:

To face the dust of your door

The sun descends from the heavenly palace every day.

This verse describes the beauty of our Prophet (saas) and his perfection in appearance. It is narrated in the verse that the Prophet (peace and blessings of Allaah be upon him) was the most beautiful of human beings, and that the sun descended from a hundred heavenly palaces every day to see his beauty. The Companions described the Prophet (peace and blessings of Allaah be upon him) to such an extent that it was as if you were seeing him. His face, cheeks, two eyes, eyelids, nose, neck, head, forehead, mouth, teeth, two shoulders, two palms, two legs and other organs are very clear. described with. For example, the Prophet (peace and blessings of Allaah be upon him) said: I have never seen anyone more beautiful than Him. " [8]

Anjumichraorazingme'rojshomio'y lakim

Tushsadrishabcharog'ihartarafshabnamaro.

Anjum-star

Me'rojshomi- Ascension Day

Durrishabcharog'- a lamp that illuminates the night sky

Prose statement:

This verse refers to the beauties of our Prophet and the videos of the night of Me'raj.

Seningyuzingyulduzlaroraside'rojtunidek,

Shabnamlarorasidekechaniyorituvchidurdir.

In Islamic history, Muhammad's (saas) night journey from Mecca to Jerusalem (Isra) and his ascension from the Al-Aqsa Mosque in Jerusalem. Extensive information about this is given in

the verses of the Qur'an and the hadiths. Since this phenomenon is a type of divine miracle, it is denied by those who are limited by material and mental evidence. According to hadiths and narrations, Muhammad (peace and blessings of Allaah be upon him) traveled many years at night under the leadership of Gabriel (peace and blessings of Allaah be upon him) and returned with rich memories of his heavenly journeys. In particular, they communicated with the great prophets who preceded them in the seven heavens. They watched Heaven and Hell. 5 times prayer is also obligatory on this night. There are many works describing this phenomenon. In this verse, for example, the faces of the Prophet are described as as bright as the night of Ascension. Navoi likens the night of the event to the beauty of the universe. [9]

Ne chunkiy mishqarohar yon solibjabrig'achok

Firqatinginka'baga gar qolmaydururmotamaro.

Firqa- group, sect

Chok-torn, wound

Prose statement:

Nimauchun Ka'ba jabringdanqorakiyindi,

Senimazhabingdan(Ka'baga) motamqolmaydiThe Ka'bah was first built by angels, then by Adam, then by his sons, Shis, and then by Ibrahim. The muhaddith and muarrikh Imam Azraqi (died 837 A.D.) have noted this. The Ka'bah was open during the time of the Prophet (peace and blessings of Allaah be upon him) and Abu Bakr (ra) and was not surrounded by walls. Then 'Umar bought houses near the Ka'bah, expanded the stage, and surrounded it with a wall lower than a man's neck. [10]

His stage was expanded by 'Uthman, Ibn Zubayr and Valid ibn Abdumalik. Walid ibn Abdumalik restored the marble columns. Later, Mansur and Mahdi also expanded the stage of the Ka'bah. That stopped her from expanding. During the reign of Ali Saud, the area around the Kaaba was rebuilt in its present form. In the verse, it is beautifully described that the Prophet (peace and blessings of Allaah be upon him) wore black in mourning for his oppressors. [11]

Sofko'nglidayuzungmehrino'yoasramish

Tushchog'iharkunquyoshaksiemaszam-zamaro

Cuplet content:

It's not like the sun is shining every afternoon,

He has kept his love for you in his pure heart.

“During the lifetime of the Messenger of Allaah (peace and blessings of Allah be upon him), the sun was eclipsed and he made people pray and stood up and performed a long qiyâm, then he bowed for a long time, then stood up again and performed a long qiyâm. He shortened from the first, bowed and prostrated for a long time from the first, and in the second rak'ah he did the same as before and then finished the prayer. He said: The sun and the moon are signs of Allah, they are two of the signs of Allah. if you see a part of death or life, remember Allah, say takbir, pray and give alms! (Surat al-Hadid, 154) [12]

Navoi referred to this hadith in writing this verse. It is said that the Prophet (peace and blessings of Allaah be upon him) kept his love for Allah in his pure heart.

Mash'alebo'lmishmalakilgidaravzangboshig'a

Oy charog'iharkechabunilguntoramaro

Ravza-heaven

Nilguntoram-a dark blue dome

Prose statement:

In this verse, it is stated that the moonlight is a torch in the hand of the angel every night.

Qum emasBathodakim, mehrijamolinghajridin

Zarra-zarrajismibir-biridinto'kuldig'amaro.

Batho- The name of the valley between the mountains around Batho-Mecca

Prose statement:

Bathodagiquam ham seninghajringdan

G'amdanzarra-zarrato'kildi

When Navoi says Batho, he is referring to the city of Mecca. The poet says that the sands of Mecca also spilled with grief to see you.

Yo'lemas, Yasribdayirtibduyuzintirnog' ila

Maqdaming to yetmadiulvodiynixurramaro.

Yasrib-Madina

Maqdam- step

Until you (Muhammad s.a.v.) stepped forward, the city of Yathrib tore its face with its fingernails.

ItlaringmaxsusumahzundurNavoiy, koshki,

Kirsabumahrur ham ulzumrayi mahram aro.

Mahzun- sad

Mahrub -deprived of something

Prose statement:

I wish Navoi became your walking dog. Unfortunately, we are all deprived of this.

AlisherNavoi makes great use of lexical opportunities in the presentation of art. It is a general idea that the Shari'a and the teachings are a gradual, integral, continuous logical process that requires each other to build a perfect society and a perfect human being, uniting the poems of the great poet. Every word in the poem is symbolic. [13] Here are the meanings of some of them. In general, AlisherNavoi was able to demonstrate a high level of skill in the effective use of words with these poems. These poems by AlisherNavoi are a perfect work of art, which reflects the language, ideology, and important aspects of the art of Navoi. Therefore, when studying the

works of AlisherNavoi, we should not limit ourselves to language, literature, content or form. The more we study the work, the more we will enjoy the mysteries of AlisherNavoi's work.

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PRESCHOOLER'S PORTFOLIO AS A MEANS OF DE

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ABSTRACT

In our time, special attention is paid to the personality of a preschooler, his individual abilities and developmental characteristics. This is one of the priorities of the modern approach to raising children. As a possible and fairly effective tool for organizing and managing the educational process, the portfolio technology should be considered h the help of which a clear and holistic picture is formed that reflects the system for assessing the quality of education. Portfolio of helping the child to reveal himself, to find what distinguishes him from others. Portfolios providing a student-centered approach .

KEYWORDS: *The Institution Of Preschool Education; Port Realisation ; Achievement; Educator Of Preschool Education.*

INTRODUCTION

Today, the ability to work with a portfolio , as with technology, is very relevant. The portfolio of a preschooler is a detailed qualitative description of children's achievements. The portfolio allows for a comprehensive assessment of the individual progress and extracurricular achievements of pupils, to form the child's skills of self-esteem and self-control. [1]

Maintaining a portfolio allows you to purposefully collect, systematize information about the child, record the individual unique subjective manifestations of children.

Consulting

The portfolio of a preschooler is not only a folder that reflects the achievements of the child for a certain period, it is also the cooperation of the teacher and parents to study and reflect in the dynamics of the child's abilities, his physical development. When compiling a portfolio, parents can show the living conditions and creativity of the child at home, and the teacher - the success of his pupil in kindergarten. [2]

Features of "Preschool Portfolio":

- A portfolio is a way of recording, accumulating and evaluating the individual achievements of a student in a certain period of his education.
 - The portfolio complements the traditional control and evaluation tools, usually aimed at checking the reproductive level of assimilation of information, factorological and algorithmic knowledge and skills.
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- The portfolio allows taking into account the results achieved by the pupil in various types of activities - educational, creative, social, communicative and others, and is an important element of a practice-oriented, active approach to education.
- The portfolio of a preschooler is a promising form of presenting the individual orientation of the educational achievements of a particular pupil, which meets the tasks of pre-professional training and, in the future, profile education.
- The use of such a form of assessment of educational achievements as a portfolio of a preschooler allows the educator to create for each pupil a situation of experiencing success. [3]

Portfolio goal:

The portfolio of a preschooler is considered as a personal achievement of a preschooler in a variety of activities collected during the child's stay in kindergarten and at home. The introduction of a portfolio will make it possible to purposefully collect and systematize information about the child, to record individual unique subjective manifestations of children, which is especially important at preschool age, when the development of the child is characterized by unevenness, spasmodicity, individual pace of maturation of mental functions and the accumulation of subjective experience. [4]

The portfolio of a preschool child can be both a form of effective assessment - an adequate representation of individual creative achievements of the child, and a way to develop his abilities. [5]

Main part. The portfolio of a preschool child can be defined as a tool for a comprehensive assessment of the level of development of individual qualities, capabilities and abilities of a child, as a way to analyze individual achievements in order to build a further development trajectory. [6]

The following stages of work on a portfolio can be distinguished:

- 1) Staged. When starting to implement portfolio technology, it is necessary to determine the purpose of its creation. A portfolio can be compiled under the guidance of a preschool teacher and stored in a group, under the guidance of specialists from a preschool education institution, and a portfolio is also compiled by parents and children, stored mainly at home. It is important to teach adults to observe the child, notice changes, write down everything new. Portfolio pages "I am already big", "I am a researcher", "Funny stories" will help to record interesting expressions, words, thoughts expressed by children; [7]
- 2) search:
 - Collection of information. The design of the portfolio is different, especially the portfolios compiled with parents are individual. Moms and dads, carried away by the idea of a portfolio, not only see their child in a different way, admiring and rejoicing at his success, but also discover new talents in themselves. This is how electronic portfolios appear; [8]
 - Individual work with children. Portfolio work can be carried out both individually and with a subgroup. In the latter case, children have the opportunity to exchange opinions, discuss each

other's materials, listen to suggestions, and share their successes; [9]

- Interaction with parents. It is very important to make parents allies in this difficult matter. Therefore, initially it is worth attracting active and caring parents. With the help of a portfolio, parents communicate. child from the outside, his desires, interests;
- 3) Final. The assessment by the parent of the child sometimes differs from the assessment of the teacher of preschool education: it is often underestimated, overestimated or critical due to parents' ignorance of the age characteristics of children. For this purpose, interviews and individual conversations are held with parents . Parents get to know better the psychological characteristics of a child's age, reveal the peculiarities of the interests and inclinations of their children. [10]

In general, we can say that the portfolio structure of a preschool child can be represented by three main blocks: how good is he (the child); how skillful he is; how successful he is.

Approximate portfolio structure of a preschooler:

"My family" (information about parents; joint classes; meetings in the parent club; reviews of joint walks and excursions; consultations for parents; reviews and job offers).

"The world in which I live" (information about the environment of the child, his family, friends, relatives and close people; genealogical tree of the family; pictures and photographs of friends; family photo album;).

"I go to kindergarten" (information about educators, schedule of directly organized activities, daily routine)

"My creativity" (children's drawings; photographs of crafts, applications, origami, etc.).

"My hobbies" (a list of the child's favorite books, the child's success in various areas, the child's special inclinations and characteristics)

"I am learning to communicate" (games invented by the child, stories, words, drawings and creative works).

"My impressions" (photos, drawings, crafts from places of rest and travel)

"My awards" (marks on awards, diplomas, certificates).

"Soon to school" (photo or drawing of the school; drawings on this topic; letters and numbers that the child knows; recommendations for parents; criteria for school readiness). [11]

Conditions for achieving the goal when creating a Portfolio

1. One of the main conditions is voluntariness. The portfolio creator must be interested in creating it. Even the selection of material the child should do, if possible, independently. And if he does not agree to place any material in the portfolio folder, then this is not necessary. After all, then the individuality of the portfolio is lost.
2. It is necessary to clearly understand the purpose of collecting information, the purpose of creating the portfolio itself.
3. Ease of storage. All collected material must be systematized and stored so that it is convenient to use it.

4. Systematism in collecting information. Portfolio implies constant replenishment and analysis of available materials.

Portfolio algorithm

1. Goal setting: the author should be clear why it is necessary to create a portfolio.
2. Determine the type of portfolio.
3. Determine the time period during which the information will be collected.
4. Determine the structure of the portfolio: the number, the name of the headings.
5. Portfolio presentation.

Work system

The system of work on the implementation of the "Child's Portfolio" technology can be represented as follows:

Working with teachers	Work with children	Interaction with parents
1. Familiarization with the theoretical and practical material on creating a portfolio. 2. Development of portfolio structure. 3. Designing a sample portfolio of a child by teachers 4. Presentation of a sample portfolio. 5. Individual work on the implementation of the child's portfolio. 6. Presentation of the child's portfolio for preschool teachers	1. Reviewing a sample portfolio. 2. Individual conversation with children. 3. Presentation of your own portfolio in the preschool educational institution.	1. Individual work of preschool teachers with parents to familiarize themselves with the child's portfolio. 2. Advisory assistance (workshop on portfolio design, memos, questionnaires, etc.)

Approximate action plan for the implementation of the project

Kind of activity
Stage 1 - preparatory (September - October 2020): <ul style="list-style-type: none"> • informing about the project - preparing materials on a computer, printing, copying; • determination of the work schedule, the degree of involvement in the project; • definition of the portfolio structure: quantities, titles of headings.
Stage 2 - main (November-April 2021): development of complex measures. <ul style="list-style-type: none"> • creation of diagnostic maps and diagnostics to determine the level of development of a preschooler; • questioning parents on the interaction between the kindergarten and the family; • holding training seminars and "round tables" for parents on the course "Working on a portfolio of a preschooler"; • open classes for parents; • excursions to the preschool educational institution; • thematic and personal exhibitions of children's and family art;

Conducting parent -teacher meetings to address current issues:

- adaptation of the child to kindergarten;
- family traditions;
- the role of the family in the upbringing and development of the child, etc.

Organization and holding of joint holidays and entertainment:

- autumn fun
- Competition: "Our talents!"
- Holiday "Mom's Day".
- New Year's celebration.
- Entertainment dedicated to the Defender of the Fatherland Day "There is no better friend than dad."
- " March 8 is the holiday of mothers."
- Evening of meetings "A fairy tale is a lie - but there is a hint in it."
- Week of open doors.
- April 12 is Cosmonautics Day.

Stage 3 - final (May 2021):

- generalization of experience;
 - registration of reporting documentation;
 - analysis of the activities of the PEI on the implementation of the project.
 - portfolio exhibition of preschoolers.
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Thus, the portfolio of a preschooler is a kind of route for his development. This is an opportunity to better understand the child. This is a way for teachers to interact with each other; teachers and parents. This is a gift to him and his parents. These are memories of a happy childhood.

CONCLUSION

Educators of preschool education help children to believe in their own strengths, opportunities in various directions.

The use of portfolio technology makes it possible not only to record progress, but also to track the dynamics, assess the strengths of the child's development, and also outline the skills and abilities that require development. In addition, work on creating a portfolio allows you to bring together all participants in the educational process: parents, a teacher of a preschool education institution, a child. Portfolio technology is good because it immerses the child in an atmosphere of creative activity.

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THE PRINCIPLE OF SELECTING WORDS BY CATEGORY IN THE ELECTRONIC FORM OF MATHEMATICAL DICTIONARIES

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ABSTRACT

The article discusses some international experience in creating educational dictionaries, which contains the composition, main content and form of the dictionary, which should be taken into account when compiling it. The advantages of grammatical dictionaries in electronic form are revealed. Linguistic research has raised the issue of creating dictionary types by scanning large volumes of dictionaries to save time when working in a particular field, and classifying dictionaries from the point of view of the grammatical system within language levels to avoid wasting time.

KEYWORDS: *Dictionary, Mathematical Dictionaries, Electronic Dictionaries, Corpus, National Language, Corpus Creation, The Role Of Mathematical Dictionaries In The National Corpus, Foreign Experience, Linguistic Dictionaries*

INTRODUCTION

Since the emergence of the lexicographic educational lexicon network in the linguistic system, experts have been interested in what kind of dictionary is a dictionary, what are the criteria for its creation, what are its main functions, how it differs from the general dictionary, what are its advantages over other types of dictionaries. In world linguistics, as early as the beginning of the twentieth century, these questions were answered in accordance with the requirements of the time. In many developed countries, educational lexicography has left behind several stages of its development, and today is engaged in the theory and practice of creating a new genre of anthropocentric educational dictionary of the modern type. [1]

Decree of the President of the Republic of Uzbekistan dated October 21, 2019 No PF-5850 "On measures to radically increase the prestige and status of the Uzbek language as the state language" and other relevant regulations serves to a certain extent. In addition, the Decree PF-6084 of October 20, 2020 "On measures to further develop the Uzbek language and improve language policy in the country" sets the task to create linguistic and sectoral dictionaries, which will contribute to its implementation.

In this sense, the head of state said, "Each of us should consider the attention to the state language as attention to independence, respect and loyalty to the state language as respect and loyalty to the motherland, and make such a view a rule of our lives." [2], For us, the idea of improving the conduct of the state language, the creation of sectoral and grammatical dictionaries also serves as a guide.

Literature review. Professor B. Mengliev identifies the following main functions of the dictionary, which have important social, political and cultural significance for the development of society:

- mother tongue and other language teaching;
- description and standardization of the native language;
- ensuring language and intercultural communication;
- Scientific research and interpretation of language vocabulary [3].

V.V. Morkovkin also draws attention to the fact that the purpose of the dictionary is to have a lingvodidactic character, that is, to be educational. Based on this, he emphasizes that educational lexicography is a science that emerged at the intersection of a separate linguometric direction, traditional lexicography and linguomethodology. In his opinion, the main sections of educational lexicography are:

- a) theory and practice of compiling a dictionary;
- b) the theory and practice of creating a lexical minimum;
- c) theory and practice of educational lexicostatistics;
- g) theory and practice of creating dictionary-type textbooks on lexicon;
- d) the theory and practice of semantics of language vocabulary should be presented in the dictionary attached to the textbook and given for a specific topic [4]

Despite the rigidity of the content device, the internal, microstructure of the dictionary can be variable not only in the textbook but also in the general dictionary. In particular, grammatical assignments, exercises, role-playing tests, and an audio message in an electronic dictionary can be added to the comment section of the textbook. In the modern textbook, additional information is added in tabular form [5].

B.Bahriddinova concludes that it is expedient to have a mega-structure of a modern educational dictionary in the following order:

- 1) access;
- 2) educational and methodical support;
- 3) dictionary body;
- 4) from the application;

macrostructure:

- 1) alphabetically;
- 2) thematic;
- 3) thematic-alphabetical dictionary from an article or dictionary;

microstructure:

- 1) keyword;
- 2) comment;
- 3) lexicographic pometa;

4) consists of illustrations.

The use of this criterion in the creation of grammatical dictionaries also allows you to easily place grammatical dictionaries in the educational building.

Modern lexicography has also activated a number of concepts such as computer lexicography, the concept of computer lexicography, electronic dictionary, the difference between electronic and traditional dictionaries, the structure of dictionary writing, types of electronic dictionaries, the advantages of electronic dictionaries and the prospects of computer lexicography. The concept of computer lexicography. It is a branch of computer lexicography. Lexicographic work includes the development of computer dictionaries, linguistic databases and support programs aimed at creating applied linguistics. The main tasks of traditional and computer lexicography are to determine the structure of the dictionary and the zones of access to the dictionary, as well as to develop principles for compiling dictionaries of different types. A dictionary is traditionally described as a collection of words organized with comments describing the structure and / or performance characteristics of these words.

Electronic dictionary. The difference between electronic and traditional dictionaries. An electronic (automatic, computer) dictionary is a set of words in a special computer format (e.g., machine translation systems) that are designed for human use or are an integral part of more complex computer programs. Accordingly, automatic dictionaries for automatic end-user dictionaries and text processing programs are distinguished.

Automatic dictionaries for the end user are often computer versions of well-known traditional dictionaries, such as: Oxford English Dictionary [6] (World War II). records are sorted by fields (see selecting all adjectives), performing an automatic search for all vocabularies that have a specific semantic component in interpretation, and so on.

Automatic dictionaries for machine translation systems, automatic abstraction, data acquisition and more. Dictionary writing differs significantly from others in terms of interface and structure. Their structural features, the scope of the dictionary are determined by the programs that interact with them. Such a dictionary can contain hundreds of dictionary access zones at once. The areas of lexicographic description are also very diverse: morphological, lexical, syntactic, semantic, and so on. The structure of a traditional dictionary usually includes the following components:

- Explain the principles of using the introductory dictionary and provide information about the structure of the dictionary entry;
- lexical units: a dictionary containing morphemes, lexemes, word forms or word combinations; each such unit having an appropriate annotation is a dictionary entry;
- indicators (indices);
- list of sources;
- lighting and alphabetical list.

In electronic dictionaries of these components, perhaps only the dictionary is mandatory, online dictionaries often have an alphabet with bridges behind each letter leading to the text of the dictionary entry. Almost every electronic dictionary available on disk (offline dictionary) or on the Internet (online dictionary) has an automatic search function, which allows you to significantly save the user's effort when working with the dictionary. [7]

The difference between grammatical electronic dictionaries and paper dictionaries also applies to their multimedia and hypertextuality: these features are expressed to a much greater extent than those printed in electronic dictionaries. Thus, hyperlinks can be placed behind any element of the dictionary entry or an item in the dictionary application menu. This gives the user additional options for searching and quickly navigating the required dictionary information, allowing you to find synonyms and antonyms for a particular word, words in the same semantic group, declension and conjugation paradigms, and more.

It makes it easy to link different dictionaries together so that online or offline dictionaries eventually turn into dictionary collections or portals. For example, after receiving the necessary information about the meaning of a word, the user can go to the comments of this word in other dictionaries and click on the link to know the specifics of its interpretation in special fields of knowledge (terminological dictionaries) or to get additional linguistic information about its form.

As a result, the structure of the electronic dictionary differs significantly from the structure of the printed dictionary, although the dictionary, which is the main part of the dictionary-dictionary articles, continues to form the core of the dictionary in both cases. [8]

3. Dictionary structure. The structure of a dictionary entry is typical and usually includes the following areas of dictionary writing that are appropriate for both traditional and computer lexicography:

- lexical input (vocabulary, lemma);
- grammatical information field;
- methodical garbage area; -
- value zone;
- zone of phraseological units;
- zone of etymology;
- sample zone and sample source.

However, it is possible to distinguish dictionary input zones, mandatory and optional zones for all dictionary units. For different types of dictionaries, the mandatory zone of dictionary entry is only lexical input, all other zones depend on the type of dictionary: for example, a semantic zone is necessary for an annotated dictionary, and for an orthoepic it is optional. The phraseological zone does not exist in the explanations of words not used in stable compounds, and the existence of an example zone and its source depends on the principles underlying the creation of the dictionary.

The number of dictionary input zones of a computer dictionary usually exceeds the number of dictionary input zones of a “paper” dictionary, which is due to significant memory resources and high speed of digital information processing by modern computers. But the amount of vocabulary information offered should be appropriate to the type of vocabulary: if the reader needs pronunciation, then “additional” information about the translation of the word being tested or its contextual meanings will only interfere with the user.

4. Types of electronic dictionaries. The classification of computer dictionaries can be done on the same principles as the classification of traditional dictionaries. Traditionally, linguistic,

encyclopedic, and intermediate (linguistic and terminological) dictionaries are distinguished. Linguistic dictionaries describe the words themselves - their meanings, usage features, structural features, compatibility, connection with lexical systems of other languages, and so on. Encyclopedic dictionaries describe concepts, facts, and realities of the world around them, i.e. extralinguistic information. Intermediate types of dictionaries include linguistic and extralinguistic information. [9]

There are several types of linguistic dictionaries:

- interpretation of the meanings of words and their use in speech, including descriptive and normative dictionaries, which can be general and specific, for example, phraseological dictionaries, dictionaries of foreign words, etc.;
- Thesa-Uzbek dictionaries, which differ in the arrangement of the vocabulary subordinated to the thematic principle, not the alphabet, for example, include the semantic field "departure, departure, flight" of the Uzbek idiom in the category "movement", the semantic field to the category "time" placed, etc.;

B. B. Bahriddinova "In the world educational dictionary, based on the age of the user, for preschool children" Learn to pronounce correctly ", " Speak correctly ", for primary school" Write correctly ", " Learn to pronounce correctly ", for high school" Spelling dictionary ", " Pronunciation textbooks "have been created.

Mastering the norm is not an easy process. The reason is that the norm is a changing category, and the norm of language, like language itself, changes and evolves in relation to social development. This makes it difficult to create a normative-type textbook. Even the most developed countries in the world have problems with this. ”⁷ emphasizes

- Associative dictionaries, which are areas of associative relations in the dictionary; The dictionary of such a dictionary includes a list of frequencies and alphabetically ordered reactions obtained in lexeme-stimulus and psycholinguistic experiment, for example: “Dictionary of associative words of modern Uzbek language”;
- historical and etymological dictionaries that provide information about the history of words for a certain period from a certain date, indicating the emergence of new words and meanings, their disappearance and change, or explaining the origin of words;
- Dictionaries of language forms that correct word properties and do not interpret or play a supporting role, such as orthographic and orthoepic, word formation and morphemic (show how words are made up of morphemes and inventory them), grammatical (information about each word is which allows you to create a grammatically correct form), inverted dictionaries (words are arranged in alphabetical order, with initial and not final letters, and on the right, not on the left: coat of arms, serb, damage, dumb, oak);
- Dictionaries of speech: dictionaries of difficulties and phrases;
- onomastics: anthroponymic dictionaries and toponymic dictionaries;
- Non-traditional, atypical linguistic objects that are subject to the description of the dictionary, for example, a dictionary of Uzbek political metaphors and dictionaries of poetic metaphors, epithets, author's dictionaries and dictionaries of conciliation.
- National Encyclopedia of Uzbekistan, Annotated Dictionary of the Uzbek Language.

- Official electronic dictionaries Uzbek spelling dictionaries (<http://savodxon.uz>) and English) languages.

There is also a large collection of various dictionaries on CDs and on the Internet provided by Duden Publishing (German, World War II. Duden. De) and Larousse (French, World War II. Larousse.az) and other dictionaries.

Advantages of electronic dictionaries. Computer dictionaries are usually created on the basis of text corporations using automatic processing and search of dictionary units. To do this, special programs - databases, computer card files, text processing programs allow you to automatically create dictionary entries, save and process dictionary data. Thus, creating an electronic dictionary involves the following steps:

- 1) form a body of texts and create a dictionary in parallel;
- 2) automatic formation of the sample body;
- 3) writing dictionary entries;
- 4) entering dictionary entries into the database (DB);
- 5) editing dictionary entries in the database;
- 6) text editing in the database;
- 7) create a dictionary text and form the original layout;
- 8) publishing a dictionary.

Of course, the above description of the process of creating an electronic dictionary can be adjusted depending on its type, research principles, and other factors. Comments of the creators of the electronic historical dictionary of the Uzbek language. But in any case, the use of computers and ready-made text corpus in computer lexicography allows to reduce the number of steps in the process of creating an electronic dictionary and save time in almost each of them.

This means that databases are used in computer lexicography instead of creating a dictionary map. Database entries allow you to automatically sort an array by selected parameters, select the desired instances, group them into groups, and so on. There is almost no specialized software shell on the market for lexicographic purposes. Modern databases such as ACCESS or PARADOX are very suitable for this purpose. To search for examples, dictionary creators can use computer software to build agreements, such as DIALEX. Publishing systems such as page builder or word, which allow you to link styles to the dictionary access zones, alphabetization, indexing, etc., to create the original order (order) of dictionaries.

Probably the only example of a specialized computer program designed for computer lexicographic works is the “automated dictionary creation and processing program” (authors :.). This program is very actively used in philological research and is described in detail in the textbook.

- Electronic dictionaries have positive aspects not only in the process of creation, but also in the process of use. In particular, the following advantages of using electronic dictionaries are noted:

- 1) use of multimedia tools. Electronic dictionaries allow you to present the content of a dictionary entry in a variety of ways (different “projections” of the dictionary), including using a variety of graphical and multimedia tools not used in traditional dictionaries;
- 2) Use of modern technologies. The data presented reflect various technologies of computational linguistics such as morphological and syntactic analysis, sound detection and synthesis;
- 3) Convenient search. It will be possible to quickly retrieve information that is located anywhere in the dictionary and directly responds to a query created by the user in a form that is convenient for him. There is no need to remember the word clearly, the program itself offers options for the first letters.
- 4) Relevance and dynamism. The electronic dictionary allows you to respond quickly to changes in language and the world, and it does not take much time and effort to release each subsequent version or make changes to the online version.
- 5) Multi-word. Many electronic dictionaries have a terminological base that goes beyond the base of paper dictionaries and provides easier access to data using bridges.
- 6) Variability in usage - the ability to use dictionaries on local and global networks, i.e. offline and online versions.
- 7) Versatility - as a rule, programs allow you to work with multiple languages and translation directions at the same time. Any of the languages included in the dictionary can be used as an introduction.
- Although there are many advantages to using electronic dictionaries, some of the problems that are relevant to traditional and computer lexicography remain unresolved.
- Dictionaries should reflect the concept of lexical function, which allows to systematically describe the non-free combination of words described by the following examples of the Uzbek language: "war is underway" and "examination", "theories are advanced" and "existing ideas are presented", etc. .
- The problem of describing semantics and the practical execution of grammatical deviations and word formation is not reflected in mass lexicographic practice. Each language has its own grammatical coding methods that are not systematically described in popular dictionaries.
- Dictionaries also do not have a system of concepts that can convey syntactic information to the average reader. The solution to this problem could be integrated dictionary descriptions based on formal models that take into account progressive lexicographic ideas. Dictionary access technologies should be organized on the same models.
- These problems can be solved in collaboration with theoretical and practical lexicographers, and computer tools will undoubtedly facilitate routine work on performing monotonous lexicographic operations.
- In general, we emphasize that computer lexicography aimed at creating electronic dictionaries is a very promising and necessary direction of computational linguistics, because the products created by it - electronic dictionaries - are characterized by versatility,

multimedia, integration of latest technological solutions, material relevance and user satisfaction. arrange access to the required information.

- Analysis and results. Issues of developing the structure of electronic grammar dictionaries (for Uzbek, German, Spanish, English) and their functions, as well as some aspects are the construction of a user interface. Dictionaries are information processing systems (in morphological analysis and text synthesis algorithms) designed for use in information correction systems, as well as for use in automatic text contours. In developing the content of the dictionary, the requirements for this type of software products are taken into account.
- Lexicographic systems are defined
- successful use of information;
- The theory of lexicographic systems is an integral lexicographic system;
- combining the functions of language flexion, orthoepy, phraseology, synonymy and antonymy;
- use as a finished lexicographic product.

Electronic grammatical dictionaries are mainly intended for use as a means of automatic morphological analysis in the MP system (text marking, lemmatization and synthesis in morphological stages). In addition, the dictionary should be available to the user, a reference tool (word search, word units that provide information about the exact inflection). The structure of the dictionary also has certain requirements for such features of the purpose (the linguistic information provided in the dictionary should be sufficient for the following. Perform all necessary functions; different methods of access to this information should be provided). At different stages of the texts it will be necessary to obtain the original form of the word with MP. Text (when analyzing input text) and synthesizing the desired word form from the original.

Dictionary A. The source of linguistic information about A. Zaliznyak (hereinafter in the text) is in Uzbek. The technology of creating a computer database of the Uzbek grammar dictionary includes:

- electronic translation (scanning) of paper;
- edit scanned text;
- Development of the structure of the lexicographic system, the language and organization of its definition
- identifiers of structural elements;
- electronic text to the lexicographic database (LBD)
- automatic rotation;
- in accordance with the developed structure;
- Development of paradigmatic classification algorithms and their software;
- formation of paradigmatic (automatic indexing of lexemes);
- grammar class codes and paradigmatic class numbers).

Grammars and dictionaries of German, English, and Spanish have been used as a source of linguistic information to compile grammatical dictionaries.

Principles of presentation of lexical material (Data structure) At the internal level of the architecture of the lexicographic system, the linguistic structure of the Uzbek language is represented by a model of data relations, the relationship of which is represented by tables:

- Table of names of registry units and the number of paradigmatic classes (type field), indicating the code of the part of the lexico-grammatical class;
- flexible quasi-rotation table for each grammatical form (field);
- quasi-flex reflexes of each paradigmatic class (type field) are given;
- paradigmatic intendaent table of classes showing parameters and properties that are the same for each;
- Table of parts of lexical and grammatical classes and their codes;
- table of inflection types.

The relationship between the tables is done by the number of paradigmatic classes (type field); and between the tables, the title, the parts are given.

In developing the data structure for other languages (English, Spanish, German), an approach similar to that described above was used to consolidate their representations, i.e., the unit of the main dictionary was quasi-newly selected. The only difference is that in the LBD of these languages, in addition to the paradigm deviations in the description, the type of procedure (analytical) used in the construction of specific forms is also included.

The quasi-bases of regular verbs in English and Spanish, most nouns and adjectives correspond to the original form of the word. The quasi-lexical representation of a lexical unit is mainly based on only irregular verbs and a small number of nouns.

German is classified as a synthetic-analytical type of language. Simple (synthetic) forms are formed in it by the flexion method, while complex (analytical) forms are formed according to certain schemes (procedural). It is also characterized by a large number of substitutions in the word base and the phenomenon of separation of prefixes in a particular group of verbs. All of these features require that the processes of the German language take them into account, first and foremost, in the separation of the flexion set.

Hence, language units need to make some additions to the paradigmatic classes, secondly, to the data structure. In addition to the tables shown in the figure, the data structure includes a table. A table showing the types of prefixes to be allocated, as well as the types of procedures for constructing analytic forms. Additional fields are included in the indent table, indicating the type of substitutions, as well as the delimiter of the prefix⁸

CONCLUSION/RECOMMEND

In conclusion, there is a need to develop separate grammatical dictionaries for noun and verb phrases, as the noun phrase itself is studied in the largest number of hours in the general secondary education system. The student will not be able to carry a general commentary or spelling dictionary for each lesson. As any innovation goes towards convenience, it acquires originality, usefulness, especially when it takes a long time to find a word from a spelling

dictionary. Paper dictionaries take up too much time, and even electronic dictionaries do not fit the research topic, so for statistical analysis it is necessary to separate words from another word group and draw a conclusion. In this sense, in the construction of grammatical dictionaries, the criterion for classification should be the division into word groups. At the same time as corpus linguistics is evolving, it is necessary to create a separate dictionary (in electronic form) of word groups for a rapid analysis of both the frequency of use of linguistic units and the definition of primary or secondary meanings. In addition to being extremely necessary for this linguistic research, dictionaries of nouns and verbs, as well as other categories, can also be a handy guide in the educational process. In particular, the Uzbek language is taught in depth in the President's creative schools, which helps to acquaint students with the grammatical structure of the language.

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PHRASEOLOGICAL POLYSEMY OF THE UZBEK LANGUAGE

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ABSTRACT

The article draws certain conclusions about the formation of phraseological ambiguity. The study of the subject was classified and to a certain extent criticized. On the basis of examples, the meanings of phraseological units in the context are explained, the difference in the multiplicity and ambiguity of expressions, the spelling of which is given in dictionaries, some sentences are described.

KEYWORDS: Polysemy, Phraseology, Plural In Phrases, Semantics, Stylistics, Linguistic Possibility, Homonymy

INTRODUCTION

The phrase eliminates ambiguity in speech, both in context and in speech. If the pointer changes without affecting the core semantics, the context will be variable. The phrase is free and subject only to the general laws of word compatibility in the language. Sometimes the basic and grammatical means interact with each other's semantics to form an inseparable semantic connection. In this case, the context is called constant and the phrase remains free, after which it moves to the phraseological category. Lexicography plays an important role in the preservation, improvement and study of phraseological units. Necessary research and practical work have been done in developed countries in this regard. In Uzbek linguistics, our scholars have conducted a linguistic study of phraseological units in various aspects, a lexicographic study of phrases. A dictionary of polysemantic phraseologies has not yet been developed. [1]

When compiling a dictionary, the contextual aspects of the phrases should also be taken into account. Depending on which segment of the speech chain serves as a necessary and sufficient actualizer of the verb, the intro-phrase, phrase, and super-phasal context differ. Intro is defined by A.V. Kunin as an actualizer of a verb expressed by a word or group of words in a simple or complex sentence in a phrasal context. Phrasal context is a verb actualizer represented by a simple or complex sentence Super phrasal context is a verb actualizer represented by two or more sentences. The proposed research seeks to identify context types in which the meanings of phraseological units are updated. [2]

Literature review. Phraseologism is the recognition of figurative and portable semantic integral signs as differential features that distinguish them from fixed compounds. Phraseologization is not only a linguistic phenomenon, but also a product of the development of the human mind and

should be considered as a linguo-philosophical phenomenon. Semantic, methodological, grammatical-semantic features of phraseological units prof. Sh.Rahmatullaev studied in the researches of A.Mamatov, K.Khakimov, Sh.Almamatova, U.Rashidova. Functional-methodical, usual and occasional functions of phraseological units, pragmatic possibilities in the text were studied by B.Yuldashev²⁴ and U.Rashidova. [3]

Research Methodology. During the study, a number of new meaningful phraseological polysemias were identified. There is a phrase in the vernacular to flourish. 1) plant development; 2) human development; 3) increase; 4) promotion; 5) reduce and reduce; 6) rape; 7) used in meanings such as anger. For example: They both loved to try their best with humor, to round each other up. But in order not to disturb the sleeping wind, this time the struggle did not intensify (Oybek, "Winds from the Golden Valley").

The phrase head lift has the following meanings:

- 1) to look. I am in so much pain that I am in pain, the girl does not look up and say that you are a dog or a donkey (Iqbal Mirzo, "Bonu");
- 2) stop what you are doing. The chairman raised his head sharply and stared at Sherzod as if he had not regained consciousness for a long time (Utkir Hoshimov, "There is light, there is shadow");
- 3) to move, to move. - Of course, Darveshali did not raise his head to intrude on the state (Oybek, "Navoi");
- 4) vibrate. The dead seemed to rise to our eyes as if a wild cat had entered under the bed, sat on the dead man's chest, and was biting his nose... (Ghafur Ghulam, "Shum bola");
- 5) to grow. The hoof of a galloping horse flying up the hill rose from the ground and crushed a tulip bud that was about to open sooner or later (Pirimkul Kadyrov, "Starry Nights");
- 6) to be ill. He could not get up from the pillow for several days (Erkin Samandar, "Sultan Jalaliddin").

When comparing the head-raising phrase in context, many aspects of meaning differ sharply from each other. Illness and inability to lift the head were introduced as a new additional meaning. When we observed the works, the oscillating, growing phrases were identified as new meaningful phrases. It was taken as a polysemous phrasal verb because it differed sharply from each other.

The phrase fits in the context:

- 1) to conform, to conform, to fit. - In this case, - said Togonbek, frowning, - the most reasonable way is to separate the enemies (Oybek, "Navoi").
- 2) Being at the same time. "Will my brother Salim talk in another week?" "I'll find an excuse and go." Don't let Abdullah pochcham coincide with my party! (Oybek, "Kutlug Kan").
- 3) touch when distributing. Omon and I had a hand-held wooden spoon with a long handle, which was twice as heavy as a nogai spoon (Ghafur Ghulam, "Shum bola").
- 4) to meet, to meet. He said that the king was returning from a difficult and arduous journey without any visible work, but in two or three days he would have to go to the future (Oybek, "Navoi").

5) to be comfortable. This means that if the threat of punishment disappears and the conditions are right, it can turn into a threat again (Pirimkul Kadyrov, "Three Roots").

6) to be necessary, to be necessary. If we have to say goodbye to you, we will probably follow you to the whole Herat, the ruby, wherever you dream ... (Oybek, "Navoi").

7) to worry. Fasihiddin loved his extraordinarily talented student and praised his zeal and knowledge. But for this young man he always had to worry too much (Oybek, "Navoi").

The use of the phrase coincidence in the sense of worry is an added meaning to the new phrase.

The phrase eloquence has been used effectively by writers. 1) In the sense of seeing the truth:

The blood spilled unjustly on the grass was like a dried tulip leaf (Oybek, Navoi).

Finally, in the distance, beneath the rippling peaks of the blue horizons, a dusty haze appeared (Oybek, Navoi).

If you look through the gate, you can see the school yard, the sports field, and the noise of children taking a break when the wind blows (Erkin Azam, "Writers' Garden").

2) It is also used in the sense of being clearly separated and felt. There were wonderful ideas not only about some of the most significant periods of Navoi's life, but also about his years (Oybek, "Navoi").

The scar on the left side was more prominent than the original (Erkin Samandar, "Sultan Jalaliddin").

There is also a novelty paint in the sense of 3) attention. Those who stood out were rewarded (Erkin Azam "Lost").

The phrase of the mind reaches 1) to comprehend, to read, to know; 2) to convince, to believe; 3) In addition to meanings such as comprehension, the meaning of being conscious was taken as a new meaning. He has become a well-rounded critic of many troubles (Erkin Azam, "Writer's Garden").

Going to the pinnacle in the vernacular 1) to fall asleep; 2) in the sense of being in a state of meditation. The phrase differs in context in the sense that it is new - to be quiet - except in these cases. In the clear blue of the sky, the full moon planted a stream of light. In the majestic, glorious tune of countless stars, he quietly went to bed yesterday (Oybek, "Navoi"). The writer is using this lexical content in a new sense. [4]

To love is a lexical phrase 1) to love, to be in love (a girl and a boy; a man and a woman); 2) differs from each other in such meanings as love, respect (mother child, brother...). The meaning of loving even things other than individuals was taken as a polysemous phrase.

3) to like. I loved the pair of ants hanging in a cage at the top of the corridor (Ghafur Ghulam, "Shum bola").

Turning away exists in language as a polysemous phrase: it has meanings such as 1) turning one's head to look the other way, 2) breaking the connection, not wanting to be treated. During the observations, the 3rd and 4th meanings of the face-turning phrase were identified through the contexts in the works of art.

3) to look, to face. Although the teacher was a little hesitant at first, he turned his back on the dead man and raised the dead man's leg after a thousand abominations (Ghafur Ghulam, "Shum bola").

4) to be resilient. Navoi said without hesitation: "The fireplace does not give up any effort to build this good work" (Oybek, "Navoi").

The phrase heart played in the dictionary is 1) heartbeat, faster and stronger than usual; 2) It was found to be used not only in the sense of excitement but also in the sense of anxiety. For example: Dam rejoices like a child with joy, Dam is overwhelmed with fearful thoughts and his heart beats (Oybek, "Navoi").

Definition is defined as a polysemous phrase in language:

1) to perform in public;

2) The meanings of using the service in the discussion are given in dictionaries. Meanings 3-4 were shown as new meanings.

3) to apply. Someone was laughing. It was as if someone was being grabbed and beaten, screaming and crying in the presence of God (Ghafur Ghulam, "Shum bola").

4) to say. Therefore, he named a number of scholars who had a deep knowledge of the Shari'a and were well known among the people (Oybek, "Navoi").

The difference between the phrases was observed through the texts.

The phrase phrase has been used effectively by writers. Meaning identified in observations:

1) to express confidence. "If you don't master the technique, you will become a legend. I have promised myself to master the technique. I am working in a technical master's shop. I am guilty of not knowing the technique because I am a laughing stock in Moscow," said Ghafur Ghulam.

2) to give official permission to speak in negotiations. The victim was given the floor in court (from the newspaper).

3) to make a covenant. - Amirzodam allied with Sultan Ali Mirza. We promised to leave here (Pirimkul Kadyrov, "Starry Nights"). The 3rd meaning of the phrase to promise is to make a covenant.

Two additional new meanings have been identified in the hand-raising phrase:

1) to express support and benevolence;

2) Defined meanings that exist in the language to mean that you want to speak.

3) to beat. "Who's going to raise his hand to my sister?" I'll show you more, 'said the brother on the angry horse, glancing at his sister's bruised eyelids. Then the condition arose (from the Internet).

4) stop. Kosa Maddoh raised his hand again, stopped the cauldrons, and continued his sermon in a hoarse voice: Slave, "Shum bola").

5) to intend. They raised their hands in prayer (from the Conversation). The 3rd, 4th, and 5th meanings were taken as polysemous phrases because their meanings in the context differed through the texts.

Listen. 1) to listen. The king laughed and listened seriously (Oybek, Navoi).

2) In addition to meanings such as doing what he says,

3) to pay attention. No one listens to "Hey, hey, stop, what's going on" (Ghafur Ghulam, "Shum bola").

4) to hear, to be attentive. Blinking his eyes, frowning and listening intently, Arslanqul looked at the guests and said: - Navoi is gone - Herat is gone (Oybek, "Navoi"). Meanings 3-4 were taken as new meanings.

In the phrase not to enter the ear, meanings 1-2 are defined in language. The 3rd meaning was recognized as an additional meaning.

1) not understanding what is being said to him due to being careless, intensely excited, or busy. He could not hear the commotion of the passengers, who were resting in Rabat, and his heart was always pounding. (Oybek, "Navoi").

2) to ignore, not to accept. It is a concern for me not to listen to advice (Sabir Abdullah, "Mayli...").

3) not hearing. For some reason, a flock of sheep swayed back and forth, coughing profusely and rolling their eyes. The attempt to bring him to the gang did not reach his ears (Ghafur Ghulam, "Shum bola").

The catch phrase is expressed in the language as a plural phrase: 1) to take at will. Is there a man or a woman in Fergana? Askad Mukhtor "The Story of Karakalpakstan"; 2) a sudden attack and invasion. ... those who confiscated all banknotes, gold, silver and other valuables and declared the bank to be the people's (Sadriiddin Ayni, "Death of a usurer"); 3) capture. I first wanted to capture that arrogant Khorezmshah alive (Erkin Samandar, "Sultan Jalaliddin"); 4) to arrest, to detain for the purpose of arrest. I will not catch him tomorrow (Erkin Samandar, "Sultan Jalaliddin"); 5) to obey in one way or another. You know Bozorov well in Selpo. That arrogant one caught my father (Ibrahim Rahim, "True Love"); 6) inclination. Jalaliddin's determination is to seize his will. (Erkin Samandar, "Sultan Jalaliddin"); 7) captivity. They wanted to capture a commander you believed in, who was in fact a swamp of betrayal (Erkin Samandar, "Sultan Jalaliddin"). [5]

The answer is used in the language as a plural phrase:

1) to say; 2) act in response; 3) satisfaction; 4) take responsibility; 5) to allow to "leave". Meaning 6 is used as a new meaning - to respond consciously. "He didn't know what to say." In order to answer thoughtfully, the heart must not panic. However, the mind is anxious and therefore in a trance ... (Cholpon, "Night and day").

Give the answer. 1) to drive away; 2) consent to the annulment of the marital status; The meanings such as put are defined. During the observations, 3 new meanings were identified in the contexts. 3) dismissal from office. Under Kasimbek's words: "If you really want to be a dervish, why do you need so many nobles? Why don't you answer?" (Pirimkul Kadyrov, "Starry Nights").

Enthusiasm is used as a polysemous phrase in the language. 1) to revive, to revive; 2) to revive; 3) to come back to life, to be resurrected; 4) return to previous normal activities. 5 meaning defined. 5) feel the heat in the body. He died of sandal fever (Utkir Hoshimov, "World Affairs").

The phrase "assume" also has several meanings:

- 1) to be encouraged to do something. The dead were slowly picked up by friends and laid in a pit, and they took responsibility for their work (Oybek, "The Sun Does Not Darken").
- 2) agree to do something. On top of them stood Minister Nizamulmulk and Togonbek. Nizamulmulk, although he was not against the reconciliation of the father and son, took it upon himself to take over the work (Oybek, "Navoi").
- 3) to cover any "expenses". Those who want to educate children should bear the cost (Oybek, "Kutlug Kan").

The author also used the phrase "take responsibility" in the sense of doing difficult work:

- 4) to do hard work. They returned to the issue of spying. Togonbek undertook to organize this "delicate work" (Oybek, "Navoi").

- This poor man faithfully fulfilled his difficult promise (Oybek, "Navoi").

The phrase "fever" means "to arouse curiosity", "boredom", "increased attention". Meaning 3 used in new paint. The poets were heartbroken; Everyone expected Navoi to give a final, firm assessment of the gazelles, problems, and ostriches, beautifully written with jeweler's attention on colored paper (Oybek, "Navoi").

The phrase of execution also has several meanings:

- 1) to provide. Well, I promised I would make your wish come true. I have to keep my word (Pirimkul Kadyrov, "Starry Nights").
- 2) to install. Muhiddin seemed to say respectful, first to the harvest and then to Komiljon (Rahmat Fayzi, "Spring has come to the desert").
- 3) to do. I took the money and ran to get some bread. I performed his services (Ghafur Ghulam, "Shum bola").
- 4) to respect. More than a hundred amirs, commanders and governors of the regions lined up on both sides of the high throne bowed (Pirimkul Kadyrov, "Starry Nights").
- 5) to die, to die has been found to be used in a new sense through texts. Unfortunately, when her husband said that he was now in his late seventies, he was enslaved (Bektosh Ismoilov, "Treatment").

Take a look. 1) read. "No, Grandma, you know Arslanqul." This is not a tarot! "Speak slowly!" - the old woman winked (Oybek, "Navoi"). 2) intending to subdue (take) in one's own interest. The meaning of not looking with bad intentions, other than meanings such as to read, to subjugate (take) for one's own benefit, has been defined in context. In particular, I do not look at all four wives of my pirim more than my mother (Ghafur Ghulam, "Shum bola").

Eye contact. 1) to stare. It took me a long time to understand why, "said Sherzod, looking at the tulips. Sherzod looked into his friend's eyes and felt in his tiny eyes a bright light that had become dear to him (Utkir Hoshimov, "There is light, there is shadow"). 2) to look hopeful. Yes, the mother was still in the pot, staring at her daughter (Rahmat Fayzi, "Spring has come to the desert"). 3) to look with lust. Shameless self-promotion for Ballistic Products and a great bargain on a neat little knife for you. (Oybek, "Kutlug Kan"). 4) The intention to possess was defined as

a new meaning. Each of them looks at the cities and regions, their hearts are not with love and devotion to the wind and the state, but with the pain of gold and silver (Oybek, "Navoi").

To lose. 1) to lose. "The tragedy," said Khandamir, "is that they are losing Khorasan in this game!" (Pirimkul Kadyrov, "Starry Nights"). 2) to spend in vain, in vain, (to lose). Time was lost (Sunnatulla Anorboev, "Aksay"). 3) to feel. Those who were full of laughter now laughed at the young man who had lost his secret (Pirimkul Kadyrov, "Three Roots"). 4) not to disclose, not to disclose. "Yes, it will come out of the children, but it will not come out of itself," he said. So that's makiyon. Without losing the secret, I said to Turobboy:

Getting started. 1) start working. I thought to myself, "I'm digging one before the guests arrive." I went to work with great enthusiasm (Ghafur Ghulam, "Shum bola"). 2) start playing music. To distract attention, they pointed to the musicians, the dancers. Famous musicians of Herat started playing (Oybek, "Navoi"). 3) Getting started is a new meaning and has been defined in contexts. He searches, finds and launches the deposit of valuable qualities in people's hearts (Pirimkul Kadyrov, "Three Roots").

To give way. 1) to allow oneself to pass by. It seems that false pride does not allow the court (Pirimkul Kadyrov, "Three Roots"). 3) Being safe is used as a new meaning: "God forbid, the country needs peace" (Oybek, "Navoi").

To be seen. 1) to be recognized. He was a prominent spinner of the mill (Said Ahmad, "Hasrat"). 2) To be self-attracting. It is necessary, but it is not visible, it has no weight (Oybek, "Winds from the Golden Valley"). 3) insignificant work. He said that the king was returning from a difficult and arduous journey without any visible work, but in two or three days he would have to go to the future (Oybek, "Navoi"). Recognition differs from phrases 1-2 in that it means insignificant, in addition to the meanings of attention.

To set off. 1) to direct, to direct to the direction of departure; 2) return to the right path; 3) encouragement of work in case of interest; 4) There are meanings in the language such as improving performance. 5) Orientation was defined in context as a new meaning. The people are a herd. In order to lead the herd, the shepherd needs only a strong raven (Oybek, "Navoi").

Head bow. 1) to be obedient. "Our rebellious slaves, Your Majesty." Forgive me if I made a mistake, I bowed to you... (Pirimkul Kadyrov, "Starry Nights"). 2) to obey, to submit. Let the submissive mirzo be violent! I will send an ambassador with a believing bow! (Pirimkul Kadyrov, "Starry Nights"). Phrase 3 is used in a new sense: 3) to shrink. The girl nodded shyly and shyly, as if she had seen him before (Pirimkul Kadyrov, "Starry Nights").

Launch. 1) mobilization to work; 2) to serve the purpose. Since the cavalry was gone, Mirzo now wanted to use winged "runners" (Pirimkul Kadyrov, "Starry Nights"). 3) start operation (repair) Immediately repair and start the gas dryer (S.Nazar "Green Wealth"); 4) In the sense of using the skills he knows: He uses all his skills and ingenuity to look good (Sunnatulla Anorboev, "Aksay") 5) to use. I look up to see the young man trying to act godly, taking revenge on the donkey who was the victim of the mistake. I also wanted to start an old profession (Ghafur Ghulam, "Shum bola"). 6) use Bobur was excited to see that Amir Temur's hand touched the handle of this sword, but that Sahibkiran used it in battles (Pirimkul Kadyrov, "Starry Nights"). In the launch phrase, meanings 5-6 were taken as the new phrase. "Use" and "use" differ from each other in context.

Conclusion / Recommend. Hence, by examining the contextual use of a polysemantic verb, we can conclude that, given the structural and semantic properties of the verb, they do not always have sufficient descriptive power to explain the content of the verb. This implies the need to interconnect the verb and the context, called the phraseological context; serves as a means of highlighting and updating contextual values in relation to polysemy. The context realizes and emphasizes the shadows of single verb values, as well as the individual values of a multi-valued verb.

During the observations, more than 20 new and more than 30 additional phraseological polysemies were identified through the texts. A dictionary view of the polysemantic phrases used in the language was shown on a tabular basis.

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EDUCATION OF STUDENTS IN MILITARY PATRIOTISM

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ABSTRACT

the article describes the methods of educating students in the spirit of military patriotism, which are aimed at the formation of the necessary vital knowledge, skills, qualifications, skills, strong will, high moral and moral qualities, a number of factors affecting their consciousness, spirituality and activity.

KEYWORDS: *Youth, Military Patriotism, Sense Of Patriotism, Loyalty, Dedication, Tradition, Knowledge, Skills, Qualification, Skill, Willpower, National Pride, Morality And Decency, Courage*

INTRODUCTION

Look at the words of Aristotle, who is praised as the “first teacher” by the great Greek scientist in the East, “the fate of country is decided by the upbringing of young people,” it was said 350 years before BC. This means that since the time when a person begins to live a conscious life, the issue of education and upbringing has always been of urgent importance.

Today, in the framework of training young people in the military-patriotic spirit, as well as the implementation of the accepted conceptions on increasing the effectiveness of spiritual and educational work in the system of the Armed Forces of the Republic of Uzbekistan, a wide-scale work is being carried out on educating young people who are comprehensively developed, knowledgeable, loyal to their people, [1]

One of our main tasks is to create a unified system aimed at raising the spiritual level and spiritual potential of young patriots, as well as to form a worldview based on our rich culture, modern values and traditions, and to deeply absorb the sense of responsibility for their conscious thinking that the protection of the Fatherland is an honorable and sacred duty,

The deeper meaning and significance of these words becomes more evident if we take into account the increasing incidence of religious extremism, terrorism, drug trafficking, illegal migration, various disasters called “mass culture” around us today.

Indeed, at the moment, youth education remains an issue for us that never loses its relevance and importance. [2]

Today's rapidly changing world opens up new and great opportunities before humanity, before young people. At the same time, they are also exposed to various evil dangers that have not been seen before. Mercenary forces are turning simple, salty children against their parents, against their own land, causing them to die, for their lives.

In such harsh and dangerous conditions, we need to raise awareness and awareness of parents, teachers, the public, the neighborhood, without giving our children to someone else's hands, we should educate them ourselves.

In carrying out these tasks, we rely on our national traditions, which have been shaped over the centuries, on the rich heritage of our ancestors. We mobilize all our forces and opportunities for our children, especially girls, to acquire modern knowledge and professional skills, foreign languages, to become healthy and harmonious in every way and to find a worthy place from life. [3]

Military-patriotic education consists of educational and educational processes in a certain direction and has specific pedagogical bases. Military-patriotic education is based on the principles of the general pedagogical theory of education and education of the harmonious generation. They are carried out through the directions of physical education, spiritual and moral education, mental education, cocktail education and aesthetic education of the formation of a comprehensively developed harmonious personality. Military-patriotic education is a pedagogical process aimed at the formation of skills and competences for the preparation of young people for the protection of, the organization of work for them, which must be carried out in emergency situations

Each of these directions of education primarily serves as a necessary condition and basis of patriotic education. And patriotic education is the foundation of military-patriotic education. From this point of view, the directions of physical, moral, intellectual, labor and aesthetic education and training form the pedagogical basis of military-patriotic education and training.

It is necessary to formulate our young people deep respect for the spiritual and educational values of our people, its culture and traditions, personality qualities such as honesty, conscience, patriotism, loyalty, self-sacrifice in them, as well as feelings of national pride.

On the basis of the history and rich culture of our people, the invaluable heritage of our great ancestors, first of all Amir Temur grandfather, the heroism of our contemporaneous compatriots who sacrificed themselves for the freedom and prosperity of Vatan, we must educate students who are loyal to the people of Uzbekistan, have firm life views and active civil position. [4]

Methods of educating students in the spirit of military patriotism are aimed at the formation in them of the necessary vital knowledge, skills, qualifications, skills, strong will, high moral and moral qualities, a number of factors affecting their consciousness, spirituality and activity.

* Commitment to a new worldview in youth and a national idea that forms the foundations;

* feeling of socio-economic, cultural reforms carried out in the Republic, ideology of independence and spirituality, essence of spirituality, its Components, criteria, patriotism, fairness, humanity, pride;

* Students-increase their knowledge in the military sphere, since knowledge is the criterion of raising towards culture, enlightenment they form in the mind;

* educating students on the basis of the qualities included in the rules of conduct of culture such as courage, hacking, courage, care, kindness;

• the culture of treatment and speech in students, the existence of a culture of statement of Thought on the basis of professional concepts.

We must achieve that the qualities of positive qualities obtained by our ancestors as a cultural criterion, demanded by all ages, including courage, knowledge, stewardship, patriotism, diligence, humanity, morality and decency, friendship, courage, patience, accuracy, loyalty and loyalty, are available to all students today.

Such adjectives lead them to faith, moderation, faithfulness, noble purpose and correctness, if the above personal adjectives in students are formed.

Including:

- * establish a monthly and weekly plan of educational work and strictly adhere to them;
- * To determine the tasks to be carried out individually in front of the group;
- The current situation in the drawing up of a plan, the determination of the measures to be taken individually in order to eliminate the identified shortcomings;
- * carrying out activities that are educational to the military patriotic education of each student;
- * as a result of the work carried out individually, to determine the activities aimed at increasing the student's outlook and spiritual and moral knowledge, vocabulary, thoughts and annual capacity;
- It is required to supervise the organization and implementation of the student's knowledge in the legal field, including the study of the assigned duties and responsibilities.

Also to them:

To be always ready for the protection of Vatan and to be proud of the young people serving in the Armed Forces, to form a constitutional duty and a sense of loyalty to the motherland oath;

adaptation to military service conditions and thorough acquisition of military specializations, readiness for any difficulties, strengthening the qualities of perseverance and courage, development of skills in the preservation of weapons, military equipment, state and military property;

Formation of such qualities as combat readiness and regular increase of military skills, mutual assistance in the decision-making in the military community and the appreciation of friendly relations;

To assist young people in their chosen profession in order to have a thorough education and become a mature specialist;

Wide promotion of reading, integration of the role and importance of artistic works in the decision-making of high spirituality in society into the minds of young people;

Critical view towards alien ideas that contradict our national ideology and strengthen ideological immunity, self-confidence, vigilance and awareness;

It is necessary for young people to be able to clearly describe their active life position and independent thoughts, to feel responsibility, to formulate the qualities of observance of strict order and discipline, to teach them to be persistent. [5]

Each of these tools is provided to carry out military-patriotic education among the students of higher educational institutions at the modern level through the proper and efficient use of pedagogical, psychological, methodological features.

Taking into account the fact that the above-mentioned means of military-patriotic education are diverse, it is necessary to use them in accordance with specific goals with the purpose of providing highly effective results, and for this purpose should be based on appropriate theoretical conclusions and recommendations, as well as practical work experience. Accordingly, the application of each of these tools, taking into account the fact that they serve certain purposes for the implementation of military-patriotic education, will serve to increase the efficiency of the tasks set before us. [6]

In conclusion, it can be said that the upbringing of a sense of military patriotism in student-youth will serve them in the future to mobilize the opportunities for their own existence for the prosperity of their native land.

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THE PHILOSOPHY OF COMPROMISE OF NAKSHBANDI DOCTRINE

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ABSTRACT

The article analyzes the concept of consent of Nakshbandi doctrine on the basis of Bahauddin Nakshbandi (1318-1389) and reveals the essence of the philosophy of compromise. It has been proved that the state of consent, which underlies the philosophy of compromise, is the basis of peace, cooperation, harmony in society and specific proposals have been put forward of Nakshbandi doctrine.

KEYWORDS: *Nakshbandi, Rizo, Philosophy Of Compromise, Harmony, Bozgasht, Peace.*

INTRODUCTION

Consent is a necessary condition that leads a person to restraint, harmony, conformity, compromise and tolerance. It brings peace, tranquility, stable relationship between people. One of the conditions for the stability of community life is consent. Bahauddin Naqshband developed these ideas and said that,

“То дар ин ҳирқаем мо,

Ҳам наранжем, ҳам наранжомем” [1]

Meaning:

“As we are in this dervish dress,

We don't feel aggrieved from anyone and we don't hurt feelings anyone.”

The concept of consent is also an important structural category of the philosophy of compromise. During the period of independence, the essence of philosophy has changed radically. Social classiness, contradictory views began to be replaced by concepts such as compromise, gradualism, which provide humanity with a peaceful, tranquil way of life. But there is still a need to study the philosophy of compromise in all its aspects. In his congratulatory speech on the occasion of the 16th anniversary of independence of the Republic of Uzbekistan, President Islam Karimov highlighted five issues that need to be addressed. [2]

On the fifth issue, I. Karimov stressed that maintaining peace and harmony among the representatives of different nationalities and religions in our country, living in cooperation and solidarity with our near and far neighbors, further strengthening the atmosphere of kindness, generosity and tolerance in our society should remain an important task for each of us. That is why it is time for us to study the teachings that will help us accomplish this task. [3]

The status of consent is also the basis of peace and tranquility. Our people have always wanted and will always strive to live in peace, tranquility, tolerance, harmony and in accordance. Living on such principles is a tolerant lifestyle. However, the place of peace is often replaced by war, reconciliation and tolerance is replaced by intolerance and conflict, and harmony and conformance are often replaced by conflict and disagreement. People often live in dissatisfaction, distress, and unhappiness as long as they agree and deserve to live in peace and quiet. As a result, tolerance is replaced by intolerance. [4]

The heart, the chest, the heart of the human race, in which the whole universe can fit, torments its body and soul for something insignificant. After all, the human race is not given the following definition in vain:

Гар ба сурат олами асгар туи,

Лек ба маъни олами акбар туи.

Meaning:

Your picture, even though it looks like a small universe,

But in terms of meaning, you are great from the inside.

From the philosophers of ancient period to the representatives of mysticism, they have studied the description of the fact that man is a small particle in the whole being, although a microcosm, but a macrocosm in terms of meaning. [5]

Man lives happily if he acts in a state that is in accordance with his nature, but if he is dissatisfied with it, he will be bound in a chain of sufferings. What are the reasons why a person is left without self-awareness and in a whirlpool of suffering? If a person understands himself, his essence, his place in life, the meaning of life and lives in harmony with destiny, he will be calm and peaceful. But if he is tied to a certain narrow range of things, he can sacrifice his life for transient things. Man can be moderately attached to things that are nourishing for his body and soul. Too much of a deviant, crazy connection leads to zealotry, bigotry. [6]

Life experience shows that a person's position, rather than the relationship between people, dominance, money, his abilities, control over others, his imperfections, that is, his inability to work, family, children, sexual desire, his purpose, his activity, his mind, may be overly attached to beauty, knowledge, and the idea of trust, property, and so on.² This connection bothers him. He is afraid of being separated from what he is bound to do, he gets angry when someone says something wrong about it, he hates someone who does not support it, he blames him, he will be upset with them, he will be jealous, he will not be satisfied. If he does not achieve his goal, he becomes ashamed, anxious, despairing, depressed, angry, jealousy burns his body and soul and makes inhuman, animal-like actions to avoid such a situation. The founder of Naqshbandi doctrine, Bahauddin Naqshband said: [7]

Тааллуқ ҳижоб асту беҳосили,

Чун ин бандҳо бигусели восили.

Meaning:

Connections veiling, curtains, barriers and you are fruitless,

If you get rid of these bands, cut them off, take leave of them you gain.

Indeed, excessive attachment to a particular goal blinds the human eye, deafens the ear, and hardens the heart. As a result, a person becomes arrogant and hurts himself by committing sins in the way of his goal. He does not deny slandering anyone, even putting him to death. He commits an even greater sin in order to cover a sin. [8]

All these cause various sufferings in a person. Psychologist A. Sviyash has studied that a person can live comfortably and happily until 50% of the suffering enters the body. But if they reach 70%, the problems will grow. For example: A person who is too attached to his car can have an accident and this car can fail. A thief can fall into a house or set fire to a house that is dedicated to his property. That is, nature begins to awaken man from a slumber of negligence, alerting him to the need for vigilance and awareness, by disturbing the balance, the norm. [9]

Obstacles to the targets appear when the pitcher of suffering reaches 85%. In the process of achieving this goal, the company or bank to which the person is attached may go bankrupt, exposing the error of that idea. They lead a person to come to himself, to observe life more deeply, not to think in a narrow way. For example, Bahauddin Naqshband served a sheikh named Khalil Ota for six years. By the will of destiny, Khalil Ata was crowned and he became Sultan Khalil. Bahauddin will be in his service for another six years. Six years later, the throne will be in decline. This will be a good lesson for Bahouddin Naqshband and he will understand for a lifetime the mistake of connecting to the world of property and transient. [10]

Indeed, over-reliance on one's religion and belief, absolutize it leads to bigotry, fanaticism, dogmatism, fundamentalism, extremism and even terrorism.

Strict adherence to one's own race leads to defects such as racism, over-indulgence in the nation leads to vices such as nationalism causes strife, wars, the blood of the innocents is shed, material and spiritual monuments will be destroyed. Consent is therefore a means of keeping a person in the norm. [11]

So what can be done to prevent the pit of suffering from filling up, to live in comfort and serenity? First of all, we need to get rid of this imbalance in our body, soul, body and mind, the burden of sin and error. To do this, we can recommend the following: [12]

1. **It is necessary to step with the command of the heart and the mind.** The principles of "Hush dar dam" means to be awake with every breath, "Nazar bar qadam" - analyze each step by looking at it, "Safar darvatan" - an internal analysis of yourself, understanding the motives of action, to follow with good intentions, "Xilvatdaranjuman" - to strive for the pleasure of Allah in the community without hypocrisy, impartiality, "Wuqufiqalbi" is awareness from the heart, "Wuqufi zamoni" is awareness from time in the teachings of Naqshbandi have a role in this work. Understanding the essence of these principles and following them will help to empty the "pit of suffering", to live in peace and quiet.
2. **The person must develop a positive side in himself.** The principle of "Bozgasht" - return, founded by Abdulkhaliq Gijduvani, helps to do this. It is necessary to "thank" the right, acceptable, positive aspects of it, to develop it, and to get rid of it by "repentance" for the negative aspects, that is, to change it for the better through accountability. [13]

When a person is self-analyzing and reckoning, he abandons the position of blaming someone, blaming others, and asks, "Where did I go wrong?", "What did I do wrong?" that is, it should lead to self-awareness, intention, knowing the movements of the heart. He will thank his enemy

for helping him realize his mistake. Luqmani Hakim was asked: "From whom did you learn manners?" he replied, "from ill-mannered". That is, looking at every action with an exemplary eye helps to increase the positive side of a person and purifies him from sins. [14]

3. Perform the tasks assigned to you in life. The whole being is created with perfection, and even a brick in it will have the opposite effect if it is moved from its place. Every human being is endowed with such a level of intelligence, dexterousness and profession that if he fulfills the task assigned to him, his work will move forward and he will live productively. But dissatisfaction with one's own destiny, striving for a task not assigned to oneself - imbalance leads to conflict and strife, failure. Therefore, one must know one's place and act in accordance with one's position. [15]

Introducing a lifestyle based on such tolerance is the foundation of a peaceful and sustainable lifestyle in our society.

CONCLUSION

1. The root of the concept of consent in the teachings of Naqshbandi is spiritualized by the ideas of muhosibiya, one of the first mystic sects.
2. The teachings of Muhammad Baba Samasi, the teacher of Bahauddin Naqshband, are one of the roots of the concept of consent.
3. The concept of consent is one of the basic categories of the philosophy of reconciliation and is the basis of peace and stability in society and an effective means for human beings to live in harmony and eurhythmy with the whole being and to be perfect.

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DEVELOPMENT OF A FUNCTIONAL AND ERGONOMIC NATIONAL BASIC DESIGN OF SPECIAL-PURPOSE CLOTHING

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ABSTRACT

This article will talk about the development of a functional-ergonomic national basic design of specially targeted clothing. The author relied on tenological data, analyzed the problem on the basis of available scientific literature, and studied the existing peculiarities in the development of functional-ergonomic national basic design of specially targeted clothing.

KEYWORDS: *Ergonomic Clothing, Man-Clothing-Environment System, Ergonomic Design, 3D Scanning.*

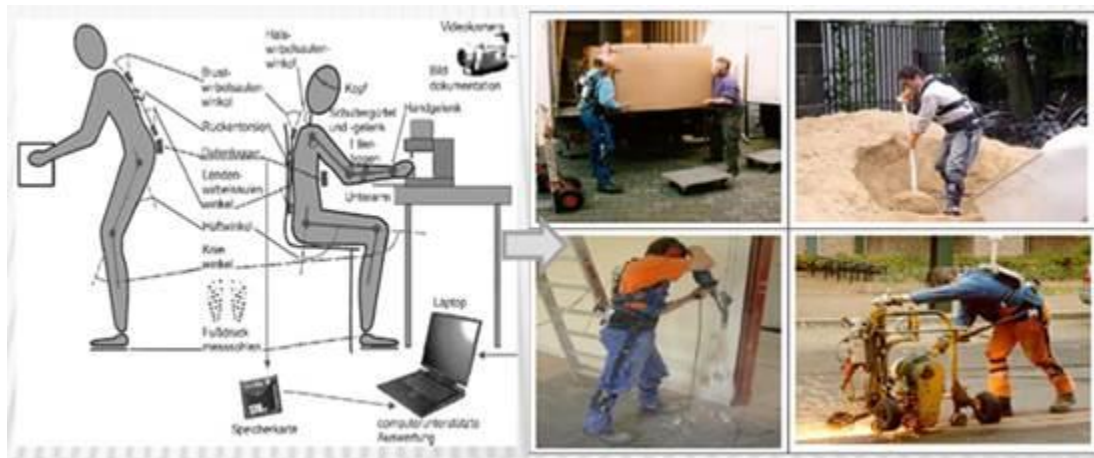
INTRODUCTION

Clothing covers more than 80% of the surface of a person and forms together with a person a "Person-clothing-environment" system in which clothing is in constant contact and interaction with the surface of the figure, therefore, such indicators of the quality of clothing as "comfort" and "convenience" are important. Human and industrial product contacts are considered in ergonomics at the biological and psychological levels [4]. During operation, a person has psychological feelings of comfort or discomfort, heat and cold, comfort, pressure on certain parts of the body, which affects fatigue and human performance. Consequently, the creation of ergonomic clothing requires a more complete alignment of the form of clothing with the anthropometric characteristics of the human body in accordance with ergonomic requirements.

Main part:

Several approaches have been identified for conducting research and studying the "Man-clothes-Environment" system. One of the main directions is to study the influence of the surrounding space on the operation of clothing. Thus, researchers in Croatia [25] have developed a kinematic method for studying the ergonomics of the worker using three-dimensional video recording, which allows to obtain a cyclogram of movement, and the assessment of physical risk factors is carried out by analyzing the posture and movements realized by the operator during the work.

When studying the ergonomics of the workflow, German researchers developed the technology "CUELA" (Ellesast) (Pic. 1).



Pic. 1. Study of workplace ergonomics using "CUELA" technology (Ellesast)

The essence of this technology lies in the methods of obtaining and analyzing data based on the use of a computer and a "suit" of wireless sensors, which provides an analysis of the movements of an employee during a full working day [19].

Chinese researchers [29] have developed a virtual mannequin to study the workplace in the office and the interaction of clothes with the figure (Pic. 2), consisting of physiological and anthropometric models repeating the poses, reactions and movements of a person, and an algorithm for analyzing the "Man-clothes-environment" system has been proposed.

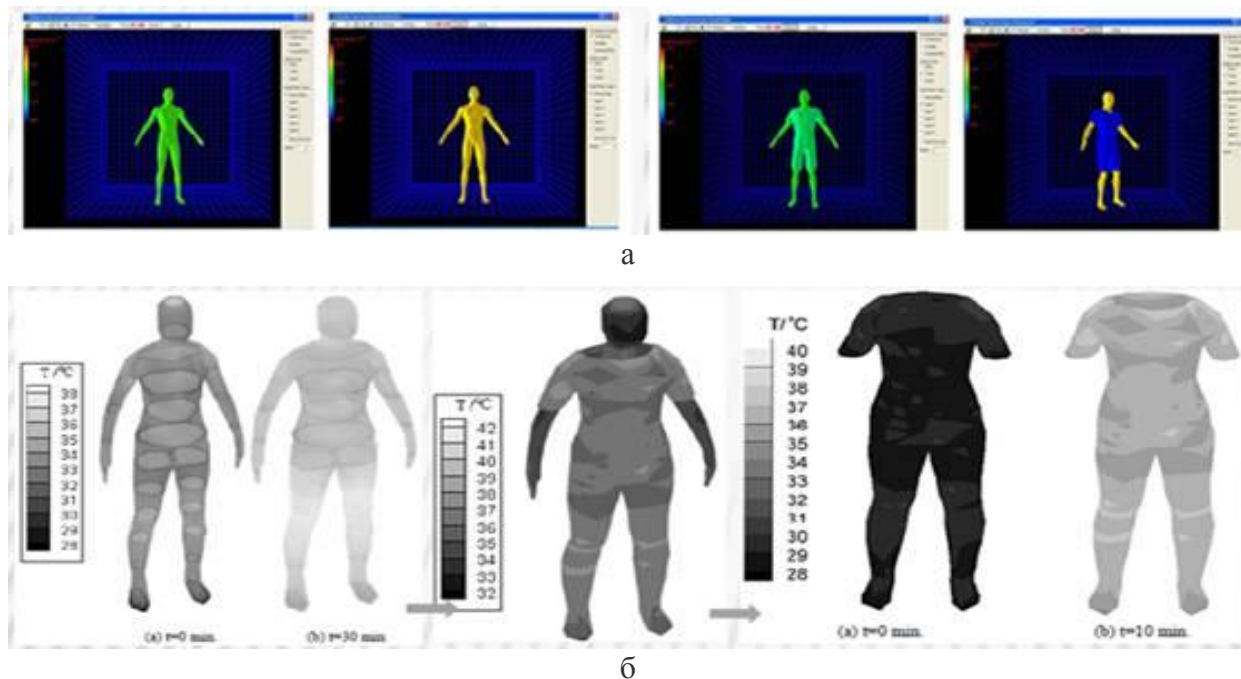


Pic. 2. The result of the workplace simulation and the analysis of the visual observation zone

The interaction of the "Person-clothing-environment" system is described in detail by the authors [23, 26] who noted that "psychological comfort" is provided by the comfortable microclimate conditions of the potesny space, and "physical comfort" characterizes the degree of adaptability of clothing to a person, i.e. static and dynamic correspondence.

Many foreign authors in order to study the interaction of the "Man-clothing-environment" system have developed mathematical models for the subsequent application of research results in the development of functional clothing to determine increases in freedom of movement, including German researchers (X. Xu, J. Werner, 1997) [37], scientists of the Faculty of Mechanical

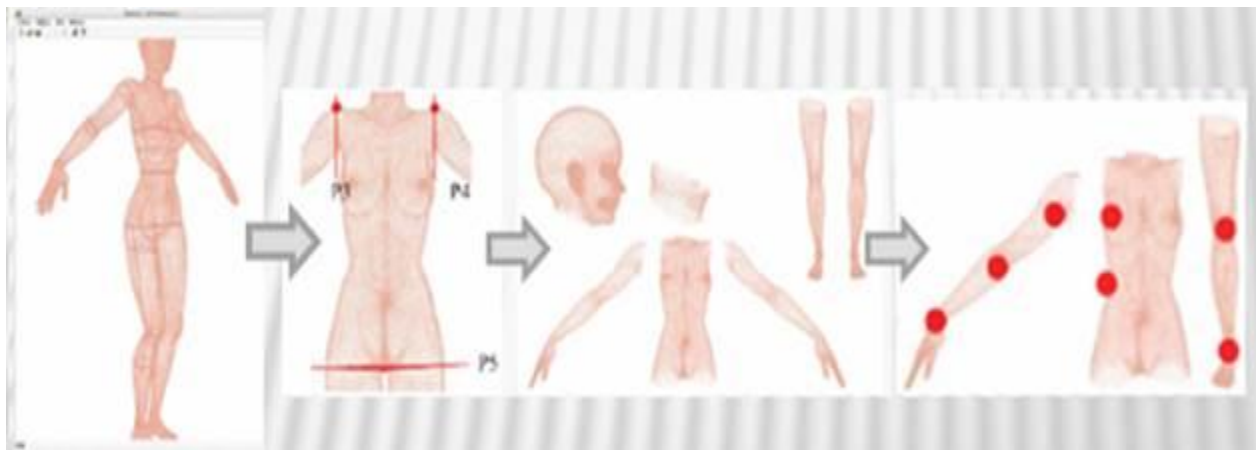
Engineering of the University of Maribor in Slovenia (J. Gersak, M. Marcic, 2007) [27], American and Chinese scientists conducting joint research (L. Yi, U. Aihua, et. al., 2006) [38] at the Hong Kong Polytechnic University (Pic. 3, a), Chinese scientists (F. Li, Y. Wang, 2013) [30] (Pic. 3, b) from Nanjing University of Aeronautics and Astronautics in China. Such systems allow you to simulate and study the thermal and operational characteristics of products. The advantage of the developed systems is the ability to predict the thermal state of a person, which is an important aspect of comfortable clothing, as well as the possibility of multiple modeling of heat exchange in the "Man-clothing-environment" system in order to improve the design of clothing.



Pic. 3. Virtual environment for studying the interaction of the "Man-clothes-environment" system: a-[38] (L. Yi, U. Aihua, et. Al); b-[30] (F. Li, Y. Wang)

To study the interactions of the elements of the "Man-clothing-environment" system in statics and dynamics, anthropometric [4] and anthropodynamic studies are carried out, respectively, using various contact and non-contact methods. American scientists of the Department of Clothing, Textiles and Interior Design of Kansas State University [28] and Russian researchers [14] recommended finding dynamic effects when performing characteristic types of movements based on studying the operating conditions of the designed clothing.

Currently, contactless measuring systems of three-dimensional scanning have been developed to obtain reliable information about the dimensional characteristics of the human body, both in statics and dynamics. Thus, the development of non-contact measurements during movements is devoted to the research of foreign specialists (Liu Chi, R. Kennon, 2005) of the Textile University in Manchester [31], Chinese scientists (L. Bing et al., 2010) [21], scientists (Y. Cui et al., 2013) of the British University [24], scientific work of a German scientist (C. Mattman, 2008) of the Zurich Higher School [33] (Pic. 4, d). The 3D scanning system developed at MGUDT [11] makes it possible to simulate in a virtual environment the movements characteristic for the operation of clothing during active human activity (Pic. 4, d).

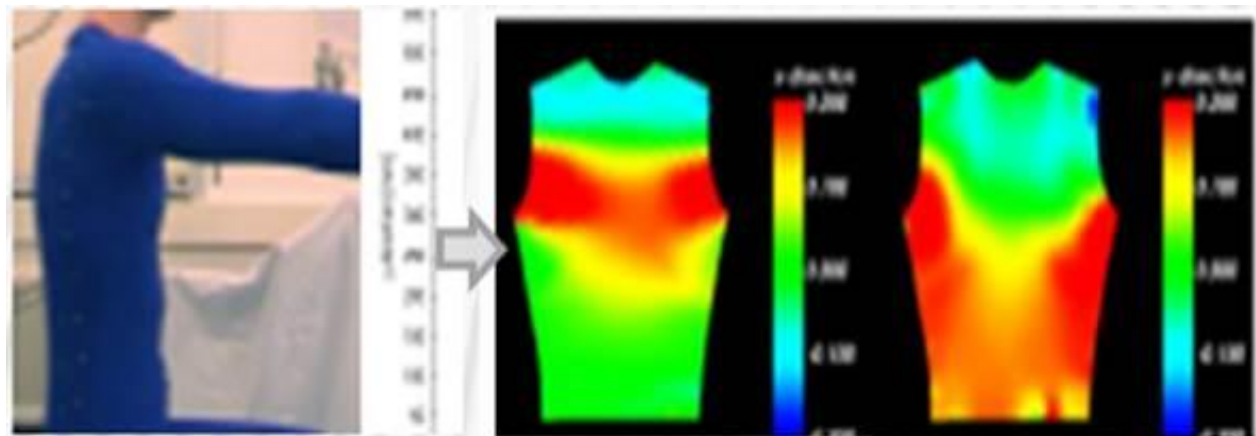


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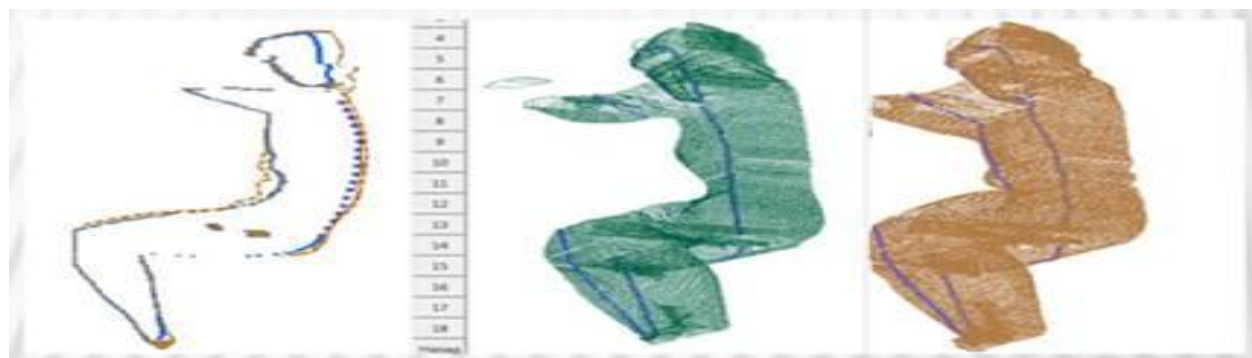
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Pic. 4. The use of modern systems in the study of figures in dynamics: a-[21] (L. Bing et al.); b-[31] (Liu Chi, R. Kennon); c-[24] (Y. Cui et al.); d- [34] (C. Mattman); d- [11] (I. A. Petrosova)

When studying scientific papers, the following methods of designing ergonomic clothing were identified: taking into account the biomechanical characteristics of movements and calculating the optimal values of design parameters; optimization of design parameters according to ergonomic indicators; application of original design and technological solutions of parts.

The works of E.Ya. Surzhenko are devoted to the problems of increasing the level of ergonomic compliance of special-purpose products. The author [14] proposed a new approach to the design of ergonomic clothing based on the bio-kinematic analysis of the interaction of elements of the "man-clothing" system. This approach provides a rational design with a given level of dynamic compliance, but a satisfactory level of static compliance of clothing [2, 14]. Therefore, the proposed method cannot be applied in the design of household clothing.

RESULTS AND DISCUSSIONS:

A separate direction can be distinguished by the ergonomic design of special, sports and children's clothing, the use of structural and technological means to ensure the dynamic compliance of the product with the conditions of their functioning [9, 18]: the use of various sleeve cuts, the use of elastic inserts in stressed areas of clothing, non-sutured sections, folds, gussets, adjustable parts. However, it should be noted that the original design and technological solutions of the parts are used as additional means to increase the dynamic conformity of the product.

Ensuring the ergonomics of structures by optimizing design parameters according to ergonomic indicators were studied in the works of E. B. Kobayakova, V. V. Razmakhnina, N. H. Naurzabayeva [4,13,17]. The essence of this method of obtaining ergonomic clothing is that it is necessary to find such a combination of design parameters at which the level of dynamic conformity of clothing would be maximum. Optimization of design parameters according to ergonomic indicators of dynamic compliance allows you to design clothes with a given level of dynamic compliance, which helps to increase the convenience of the product in operation and reduce material consumption. However, the cost of procedures is comparatively high. Since such an approach to solving the problem of ergonomics of clothing entails large material and labor costs for the production of layouts and for conducting studies of their dynamic compliance with a given set of movements.

In general, an analysis of existing methods of designing ergonomic clothing has shown that the methods determining the amount of the minimum necessary increase in the design of clothing have a common disadvantage - the amount of the minimum necessary increase is unevenly distributed over the surface of the figure and are based only on the linear dimensions of the human figure and do not take into account the shape of the surface being dressed.

It should be noted that a new direction is currently developing - the design of virtual systems "figure-clothing", where body scanners are used to digitize the surface of the figure and clothing. Thus, in the works [5, 6, 7, 15], the researchers established the relationship between the design parameters and the values of air gaps at the main anthropometric levels and obtained equations for calculating air gaps depending on the design parameters. However, the correctness of finding the values of constructive additions is questionable, since their values are determined for static and do not take into account ergonomic requirements that affect the comfort of clothing in motion.

An important stage in the design of ergonomic clothing is the assessment of its comfort, both in statics and dynamics. In scientific papers [8, 14, 16, 17, etc.] devoted to solving the problems of improving the ergonomics of the design of household and special clothing, various methods for assessing the static and dynamic compliance of the "man-clothes" system are proposed.

There is a known method for assessing the quality of landing with the help of various adaptations to the dummy and special screens determining the positions of the side, sleeve, side seams, etc. [17]. When assessing the convenience of clothing in dynamics, devices were proposed by E. B. Koblyakova and V. V. Razmakhnin. However, it should be noted that these devices have disadvantages, since the data obtained during the evaluation process are subjective and are measured by devices located at a distance from the object, which leads to a high measurement error.

CONCLUSION:

The rapid development of computer technology and visualization options creates alternatives to traditional methods of landing analysis. Modern sewing CAD systems are equipped with virtual mannequins to visualize the shape of the designed clothing models in order to identify defects in the fit of products [10, 36]. The ability to evaluate both static and dynamic landing defects is implemented in CAD "OptiTex", "Lectra". In addition to the folds and creases on the product, which are reflected directly when the mannequin is "dressed", the developers of these CAD systems provide a special viewing mode that allows you to assess the pressure of clothing on the human body and the tension in the fabric in various areas. Places on the product where mechanical forces (pressure, tension) act are marked with color spots, the saturation of which depends on the magnitude of the force.

At the second stage, the design features of the designed clothing are determined by selecting the values of the shaping parameters, an ergonomic design of clothing for a given target group is developed.

At the final stage, the quality of clothing is assessed using 3D scanning technology, by combining scanned three-dimensional models of figures in and without clothing [12].

Thus, the proposed technology provides the possibility of virtual modeling of the behavior of the "man-clothes" system in statics and dynamics. [39, 40] Provides an accurate determination of the

dimensional characteristics and the external shape of the surface of the figure and the surface of clothing in order to evaluate the projected product to the external shape of the consumer's figure, which in turn will lead to rational product designs, and, consequently, an increase in the level of ergonomics of clothing.

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DEVELOPMENT OF A PACKAGE OF MATERIALS FOR WOMEN'S UNIFORMS OF LAW ENFORCEMENT AGENCIES

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ABSTRACT

Women's Uniform design and equipment of special units for law enforcement conditions at the present time many studies have been devoted both in Uzbekistan and abroad. Clothing for special purposes must have special properties: ergonomic, functional, protective, operational, meet the requirements of efficiency. Design special purpose clothing is a challenge, the solution which requires an integrated approach that takes into account the increased requirements to the performance of manufactured clothing, as well as the results of a comprehensive analysis of the current requirements of potential consumers who are associated with the characteristics of their professional activities and high risks of safety of their lives arising from when performing official tasks.

KEYWORDS: Innovative Way's Technologies, Membrane Materials, Production Of Clothing, "Smart Textiles", Special Clothing.

INTRODUCTION

The main reasons for the loss of manpower and equipment during combat actions in the mountains are due to the impact of external natural factors. As statistics show, accidents in the mountain conditions most often associated with natural and climatic factors. Of them about 11% is directly related to the equipment of a specialist. In this work, the clothes of the team members are designed. special purpose for mountain conditions. Training of mountain fighters spetsnaz includes elements of mountaineering training. During combat action in the mountains, fighters must quickly and covertly overcome natural obstacles, as well as to cross mountain rivers. climbing equipment and clothing should be durable, comfortable, have light weight and be impervious to water and wind. In spite of modern equipment, there is a risk of death from avalanches and rock falls. [1]

For the manufacture of special clothing, it is allowed to use fabrics from natural fibers and mixed (from a mixture of natural fibers with chemical fibers (threads)) with various types of finishes or impregnation (water-repellent, oil-resistant, etc.) To determine the possibility of using in the clothes of employees special forces detachment of the existing range of modern materials were analyzed. At the beginning of the last century, military clothing was made from tarpaulin, a storm suit was made from it, consisting of a jacket with a hood, trousers and mittens.

Wool was used as insulation at that time, in a set of mountain uniforms included woolen underwear, a sweater, balaclava, socks and gloves. As insulation for winter suits and sleeping bags, cotton wool was used. At the end of the 20th century, from the data materials were made uniforms for the Soviet military personnel in Afghanistan. Tarpaulin clothing has significant and disadvantage - bad Waterproof, takes a long time to dry when wet. The insulating layer woolen things poorly removes moisture from the underwear space, quickly gets wet and at the same time loses thermal insulation efficiency. Winter clothing with wool insulation has a lot of weight, repeatedly increasing when wet. Subsequently, mountain uniforms began to be made from synthetic materials. [2]

In 1969, the first membrane fabric was patented using polytetrafluoroethylene (PTFE). The principle of operation of membrane tissue is as follows: water in the form of steam from the undergarment layer excreted through microscopic pores. These pores are much smaller than a drop water, so water in the form of precipitation cannot penetrate the undergarment layer. Membrane fabric has become widely used for the manufacture outerwear, is now widely used for tailoring army uniforms and sportswear. There are the following types of membrane materials: microporous in film form with pores (Gore-Tex), hydrophilic or non-porous (SympaTex) and combined (Triple Point) Combined membrane materials have all the advantages of porous and non-porous membranes, but rather expensive. The main feature of these materials is wind, waterproof and vapor permeable. Gore-Tex fabrics are produced in an innovative way's technologies through covering the membrane with high quality fabrics, followed by sealed to protect against moisture. The SympaTex membrane is a thin hydrophilic a membrane made from a copolymer of polyester and polyether. [3]

The SympaTex membrane is lightweight and has good dynamic characteristics that allow stretching in all directions. Membrane materials are wind and water resistant, vapor permeability, but at the same time they have a significant disadvantage: when fabric rubs against fabric, noise occurs, which is unacceptable in clothing employees of the special force's detachment for mountain conditions. The domestic company "Tchaikovsky Textile" produces special purpose, including fabrics for uniforms of power structures and government departments with protective properties, due to the use of various types and membrane impregnations.

Modern research is focused on the production of clothing, capable of adapting to various environmental changes, which is of interest to manufacturers of military clothing and equipment. When designing camouflage for military clothing, it is necessary take into account that these materials must have a high resistance to external factors (to the action of light weather, mechanical friction, washing and dry cleaning). The second direction - intellectual is connected with production and industrial development of design and development technologies materials with specific properties. According to the developers, "smart textiles" should be able to track functions and condition of a person, if necessary, introduce medicinal means and signal well-being in case of injury. AT clothes of special forces officers' important requirements for "smart

textiles" are the following: self-cleaning, maintenance required and temperature in the underwear space, neutralization of chemical toxic substances, protective properties body armor, while clothing should remain light, not restrictive movements. [4]

The introduction of highly scientific technologies (hi-tech) makes it possible to realize these requirements for the clothing of military personnel with fundamentally new properties. Nanotechnology in the production of materials is a modern direction in the field of designing textiles with properties not inherent in ordinary material. Due to the small particle size, forming the material, its structure changes dramatically, increases inner surface, due to which the material acquires a completely new property. Internal structure formed from nanoparticles, gives materials high strength characteristics, etc. specific properties

The analysis showed that the existing methods designing special clothing does not fully satisfy the problem of designing ergonomic clothing for special forces for mountain conditions. Lack of regulatory documentation regulating the requirements for clothing for employees of a special detachment destination, necessitates the development of a process concept design, which will include steps to improve protective and ergonomic features designed clothes. The structure of the design process for this type of clothing represented by stages grouped by levels characterizing sequentially performed types of work to create new samples special clothing.

This structure includes pre-project research and the design process itself. Information- logic diagram of the ergonomic clothing design model employees of the special force's detachment. Entrance In carrying out pre-project studies, the conditions are studied operation, as it is necessary to take into account the impact of hazardous and harmful factors (HFA), including external environmental factors, in which the fighter is located, the topography is established and analyzed wear of existing clothing samples, functional postures, movements performed by employees, and consumer preferences.

Based on the data obtained, reasonable requirements for materials included in the product package, to constructive solution and manufacturing technology. The process of designing ergonomic clothing for team members special purpose includes the following important steps: "development camouflage based on the analysis of the "color atmosphere" of the environment", providing increased camouflage capabilities of products, "assessment of heat-shielding characteristics and selection of a package of materials based on comparative characteristics of their heat-shielding ability", "developmental design of the designed product based on the mathematical model", allowing to obtain products with a high level of ergonomic compliance at the design stage, shortening the lengthy process design development. The presented information-logical design scheme ergonomic clothing for special forces personnel allows you to determine the type of work, sequence and relationship on every design stage. [5]

In accordance with the standards, special clothing must meet the following quality indicators: physical and mechanical (breaking load of the seam); ergonomic, including: hygienic indicators (mass, air permeability, seam stiffness), physiological (allowable time of continuous use), anthropometric (compliance with the size of the human body); reliability indicators (term service life, resistance to washing or dry cleaning); artistic aesthetic (silhouette, appearance, finish). In accordance with, the clothing of a special force's unit must satisfy the protective, hygienic, ergonomic, psycho physiological and aesthetic requirements, as well as a number of production requirements. To the clothes of the employees of the special detachment destination, a number of special protective requirements are imposed, since during while working, they perform certain

functional duties, combining not only combat training skills, but and climbing tasks along with masking tasks to obstruct recognition adversary.

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PROBLEMS OF THE DEVELOPMENT OF PROFESSIONAL QUALIFICATIONS IN EDUCATION

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ABSTRACT

This article is devoted to the analysis of the specifics of professional and pedagogical activity, as well as directions, types and forms of advanced training for teachers of vocational training; in general, the importance of continuous education in the professional and pedagogical sphere is determined.

KEYWORDS: *Innovative Way's Technologies, Membrane Materials, Production Of Clothing, "Smart Textiles", Special Clothing.*

INTRODUCTION

In modern education, it becomes more and more obvious that no changes in education are possible without fundamental changes in the professional consciousness of the teacher. In turn, the change in the professional consciousness of the pedagogical community should be inextricably linked with cardinal changes in the attitude of various strata of society towards the pedagogical class.

As you know, everything is known in comparison. Therefore, in order to continue talking about the key competencies and competence of the teacher model, it is necessary to compare the competence approach with traditional, subject-based learning, identifying its most famous features. The competence approach in education is based on the following principles: [1]

- Education for life, for successful socialization in society and personal development;
- Assessment to enable the student to plan their own educational results and improve them in the process of continuous self-assessment;
- Various forms of organization of independent, meaningful activities of students based on their own motivation and responsibility for the result;
- A matrix management system, delegation of authority, involvement of parents, students and people from the external environment in the management of the educational institution and the evaluation of its activities.

The position of the teacher changes fundamentally, he ceases to be, together with the textbook, the bearer of the "objective meaning" that he is trying to convey to the student. Its main task is to motivate students to show initiative and independence. He must organize independent activities of students in which everyone could realize their abilities and interests. In fact, he

creates conditions, a “developing environment”, in which it becomes possible for each student to develop certain competencies at the level of development of his intellectual and other abilities, in the process of realizing interests and desires in the direction of the goals. [2]

The basic competence of a teacher lies in the ability to create, organize such an educational developmental environment in which it becomes possible to achieve the educational results of a child:

- be able to define goals;
- be able to include students in different types of work, taking into account inclinations, features, interests;
- be able to use a variety of techniques and ways to include students in a variety of activities;
- be able to organize and manage group project activities of students;
- be able to be an expert;
- be able to carry out the reflection of activities;
- be able to organize a discussion and participate;
- The ability to create a creative atmosphere.

The achievement of professionalism and mastery is what every current student always strives for, and in order to master these skills, there must be purposeful work on oneself. All the skills inherent in a true professional are formed on the basis of practical experience. However, not every experience becomes a source of professional excellence. Such is only labor, meaningful from the point of view of its essence, goals and technology of activity. Pedagogical excellence is the harmony of personal and business qualities and professional competence of the future teacher. A professional, first of all, differs from the rest by the nature of constructive activity, taking into account near and far prospects. For example, when preparing and developing a lesson on a specific topic, the masters take the entire knowledge system of the student as a basis and plan the result that they want to get in a few years. Among the main difficulties that stand in the way of the future teacher are organizational and communicative activities. The ultimate goal of such a teacher is usually lost in the turmoil of everyday life, so the design is carried out taking into account only the immediate prospects. And the main reason for these difficulties is the lack of development of constructive skills, in particular prognostic ones. The main difference in the structure of knowledge of ordinary teachers and professionals is the constant improvement of knowledge of the psychology of children. [3]

Professionalism can be called such a property of people, in which there is a systematic, effective and reliably performed complex activity in various conditions. It reflects a certain degree of mastery by a person of the psychological structure of professional activity, which corresponds to the standards and objective requirements existing in society. To master professional skills, the teacher must show the ability, desire and character, readiness for continuous improvement.

Even people who are not related to pedagogy understand that receiving a diploma by a graduate is not yet a sign of his professionalism. After all, relatively recently he was called a "young specialist", meaning that he still needs some time to become a professional. Therefore, the presence of a diploma, a certificate that confirms the level of qualification of a graduate (and

often just a body of knowledge in a certain professional field) is not a sufficient condition for the subsequent development of professionalism.

The basis of professionalism is professional competence. This issue was considered by both domestic and foreign scientists. There are quite a lot of interpretations of professional competence; it is "in-depth knowledge", and "the state of adequate task performance", and "the ability to actual performance of activities" and others. For the most part, this concept is used intuitively to express a high level of qualification and professionalism. Professional competence is defined as a characteristic of the quality of specialist training, the potential for the effectiveness of labor activity. In pedagogy, it is more often considered as "the level of education of a specialist". In short, this concept is between performance and perfection. [4]

One of the main qualities of competence is the ability to independently acquire new knowledge and skills, as well as apply them in practice. Professional competence begins to form already at the stage of professional training of a future specialist. But if we consider training in a pedagogical university as a process of forming the foundations, inclinations, prerequisites, professional competence, then training in the advanced training system is already a process of developing and deepening professional components.

It is necessary to distinguish between the psychological meaning of the concepts of "competence" and "qualification". Assigning qualifications to a specialist requires him not to have experience in this profession, but to match the knowledge and skills acquired in the process of training with the educational standard. Qualification is the degree and type of professional training (training) that allows a specialist to perform work in a particular workplace. The specialist first acquires qualifications, and then the relevant professional experience will only begin to take shape.

For the improvement of professional skills and pedagogical skills, the individual qualities of the future teacher are of no small importance. Pedagogical theory evaluates the teacher mainly as the leader of the educational process, which means that the teacher has mastered great skills and certain personality traits.

What then should be a modern teacher? For the most part, this is a comprehensively developed personality with a businesslike and creative approach to the learning process; his specialty, as well as in all related areas - psychology, philosophy and others, this is a person who loves children and his profession, striving to form a comprehensively developed personality in each of his students, and also this personality is quite fair, but demanding.

Being a teacher is a big responsibility, because they are responsible not only for the knowledge that they give their students, but also for their further preparedness for studying at higher educational institutions, for work and life in general.

If a student chooses the profession of a teacher, he must be balanced, calm, have a correct and understandable speech for everyone, must find a common language with any student, be both fair and demanding to everyone equally, including himself, must be able to cooperate with colleagues at work, psychologists, doctors and parents of their students. [5]

Pedagogical activity and, as a result, professionalism requires the individual to constantly improve their knowledge and search for new technologies, methods and means that meet modern requirements.

A teacher-master has the right to be called only one who has dedicated his life to children, who himself has all the qualities that he instills in his students. The new generation can only be brought up by a teacher who thinks in a new way and works creatively. In the process of mastering the skill, the teacher must constantly communicate with more experienced colleagues, study and creatively apply their experience.

Pedagogical excellence also takes into account the personal qualities of a teacher, which include strong conviction, high morality, civic responsibility, humanism - in a word, he must be a model, an ideal for his students. Of great importance is the ability of the teacher to quickly find contact with people, communicate with them, avoiding conflicts, because communication is the basis of pedagogical activity.

The behavior of a teacher, his relations with colleagues, with students and their parents must be subject not only to national, but also to universal norms of morality. The teacher should build his activity on the basis of the norms (rules) of pedagogical tact and ethics, subordinating his behavior and worldview to them. Professional ethics helps the teacher, even in difficult situations, to remain calm, self-possessed, which ensures successful activity and increases his authority in the team.

Thus, having professional skills, adhering to professional competence and improving their pedagogical skills, an ordinary teacher can become a professional in his field.

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DIDACTIC PRINCIPLES OF MATHEMATICS TEACHING METHODS IN PRIMARY SCHOOL

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ABSTRACT

This article describes the didactic basis of mathematics teaching methods in the process of teaching mathematics in primary education and explains how to apply it in the classroom. new pedagogical technologies have been used to make their teachings brilliant. Such independent work prepares students for new material. In the first part of the lesson, if the homework is related to the new material in terms of content, it is possible to check it. Once all of these questions have been covered, it is important to clearly define the main didactic purpose of the lesson and its typical features.

KEYWORDS: *Mathematics, Teacher, Education System, Pedagogical Skills, Lessons.*

INTRODUCTION

Nowadays, the purpose of each individual lesson is to define the purpose of the lesson system and use it to explain the content of the topic being taught to the students. In this case, it is to introduce students to new concepts, in the second case to expand and deepen the introduced concept, in the third to develop a skill and abilities, in the fourth to test knowledge, skills and abilities, and so on. is done. In each lesson, several of the above can be covered. Repetition involves the systematization of previously learned knowledge, and thus the verification of knowledge. The narration of new material is always followed by an exercise.

The experience of school practice has created a certain structure of the lesson that most teachers follow this structure and achieve certain good results. Usually at the beginning of the lesson homework is checked or the previous topic is repeated, and then a question and answer session is held on the previous topic. The new material is then described and students are given examples and problems or control questions to reinforce it. At the end of the lesson, homework and recommendations for homework will be given. [3,4]

Sometimes, it can be dedicated to one of these goals. This one goal is called the main didactic goal of the lesson and others follow it.

Every listener should know:

1. The principle of consciousness;
2. The principle of demonstration;

3. The principle of science;
4. The principle of sequence;
5. The principle of careful mastering, etc;
6. Algorithms and methods of teaching algorithms in primary school.

The following types of math lessons are available in elementary school:

- 1) Introduce students to new concepts, generate new knowledge and skills. In such lessons, knowledge of calculation, graphics or problem solving is formed.
- 2) Strengthen new knowledge, skills and abilities through various exercises.
- 3) Review and summarize lessons.
- 4) Lessons to test knowledge, skills and abilities in order to work on the mistakes made by the student.

Each math lesson can accomplish a variety of didactic goals: preparing students to learn new material by reviewing homework, stating the purpose of the lesson and topic, reviewing previous ones, or recalling children's life experiences; special exercises for intellectual calculation, learning new material (the main part of the lesson), strengthening the 1st acquired knowledge and skills of children as a team work, calculating the acquired knowledge, applying exercises, knowledge and skills (the main part of the lesson), students' independent work and checking it, reviewing previously mastered materials, homework, summarizing the lesson.

The main structural parts of the lesson can be combined in different ways and with different methods.

What parts the lesson should consist of, how to place them in sequence, how to distribute the learning material between them, how these parts are connected to each other, whether they can help to achieve the main didactic purpose of the lesson, etc. In elementary school, each part of the math lesson should focus on general didactic tasks. The parts of the lesson should be interrelated according to the main didactic purpose. Let's take a look at some of the different types of math classes for elementary school students.

For example: lessons to introduce students to new concepts, to create new knowledge and skills. [1,4]

The course. The lesson should begin in a purposeful way that immediately engages all students in work and active learning. For this purpose, small independent works should be written on cards, which require students to write only the results of calculations without writing the conditions of the problem. Such independent work prepares students for new material. In the first part of the lesson, if the homework is related to the new material in terms of content, it is possible to check it. If the homework is not related to a new topic and students do not use it to move on to a new topic, then it is not necessary to check the homework in the new knowledge statement lesson. Thus, the first part of the lesson should focus on the activity and attention of the students, without spending too much time on this stage.

Another way to get students' attention is to clearly state the topic and purpose of the lesson. At the same time, it is important to arouse the interest of students and create a problematic situation. For example, if students are only familiar with the verbal method of counting, they will use their

extra knowledge and skills if they are asked to add two three-digit numbers. Students face certain challenges. Thus, they make sure that this example is not difficult to perform with pre-learned computational processes. Students should be able to use verbal arithmetic. This is how the lesson will be taught.

In the second case, the lesson can be a short conversation with the students. This lesson can be used to explain to students how to multiply one-digit numbers.

In order to prepare students for the active learning of new material, previously learned materials are repeated, and repetitive materials are often done orally. It is also possible to solve examples and problems independently to learn new material.

In the second part of the lesson, a new mathematical concept is given or a new type of arithmetic examples is solved. This is done through a student statement or interview. Sometimes a teacher will suggest that you make your own choice. For example, if the goal is to solve a problem or example related to a previous topic, then students can improve their knowledge and skills by reinforcing examples and solving them independently.

Reinforcement of new material. At this stage, students should be given a task to summarize, discuss, and then reinforce. By doing this, the new knowledge gained will be consolidated and put into practice for the first time. The first tasks are usually performed collectively.

Sometimes, after the examples have been completed independently, one of the students goes to the board and demonstrates the correctness of the rule by solving the example. Depending on the complexity of the study material, the most effective approach should be taken at each stage.

When preparing for a math lesson, the first topic should be the location of the lessons in the system. Then students need to determine how well they are prepared for the new lesson material and what needs to be repeated.

To prepare for the lesson, the teacher begins preparing for the next lesson after preparing the math program, work plan, textbooks and manuals, methodical literature, and instructional materials. First of all, the next lesson will determine where in the math program, what topics are related, and what the concept needs to be explained. Once all of these questions have been covered, it is important to clearly define the main didactic purpose of the lesson and its typical features. This will help determine the content of the lesson. For the didactic purpose of the lesson, it follows from this content that the structure of the lesson depends on them, i.e. the merging of the individual sections of the lesson, their organic unity complements and connects the parts of the lesson. When planning a lesson, start by thinking of the main parts that meet the didactic purpose of the topic. If the lesson consists of explaining new knowledge, for example: if it is a topic about adding three-digit numbers in writing, the teacher should first tell the students how to write a written addition algorithm, and then o ' think about what to repeat from the lesson, whether it is possible to master a new topic on this basis, that is, whether it is necessary to check homework before the topic, what task to recommend students to master a new topic need The teacher then considers which teaching materials should be used to complete the structure of each section of the lesson, which teaching methods and techniques, and which exhibitions can be prepared and used.

Determine how long it will take to complete each section of the lesson. Of course, most of the lesson should be focused on the part that solves the main didactic purpose of the lesson.

In preparation for the lesson, it is useful for the teacher to show the students how to do the task in the lesson, that is, to solve examples and problems, to prepare schematic and graphic works. The lesson plan is developed only after the purpose of the lesson, its structure and content are determined.

The lesson plan outlines its topic and main didactic purpose, the visual aids used, and its equipment. The structured name of the syllabus and its content, as well as the approximate division of time as possible, are also indicated.

The technology map will be covered as fully as possible in the course development. Students will be asked questions to help them conduct the interview, and the methods and techniques of the study will be described for the answers they expect from the students.

Examples and recommendations for problem solving. So the teacher has to do the following: [2,3]

1. Determine the place of the lesson in the curriculum and syllabus.
2. Define the main didactic purpose of the lesson.
3. Determining the content of the lesson.
4. Designing lesson stages.
5. Creating a lesson plan.
6. Creating a syllabus.
7. Identify teaching methods.
8. Determine the time spent on each phase.
9. Solve examples and problems given in class and at home.
10. Manufacture of exhibition weapons, etc.

The plan or syllabus of the structured mathematics lesson shows the teacher the general direction and sequence of the type of work to be done with students, examples, examples of algebraic expressions.

The teacher is free to use the lesson plan or syllabus. Sometimes, it is necessary to deviate from the plan, for example, if students do not master the teacher's statement, give additional explanations, if students are difficult, provide the necessary assistance, if the exercises performed are sufficient to reinforce the knowledge, some can be omitted, i.e., the knowledge can be asked in order to find out how the students understood it, and the assignments can be checked.

The most important feature of an elementary mathematics course is that it is practical. If some of the issues in the math program in the upper grades are of a theoretical nature, in elementary school each new concept, property, law is introduced as a result of practical activity and for practical activity. Students will be able to understand the concept of a right rectangle, they will now know the definition of a right rectangle, the logical derivation of its signs and the proof of some of its properties. can use their symptoms and properties to solve practical problems. In elementary school, students determine the equality of the opposite sides of a right rectangle and learn to make a right rectangle, measure its perimeter and face, and calculate.

Many of the practical skills that students form in elementary school are fundamental to an entire high school math course, for example, perceptions of numbers that 1st and 5th graders have are radically different. However, they are used in both the middle and upper grades, while mastering the skills of performing both written and oral arithmetic operations in the lower grades.

Thus, the formation of thorough practical training and skills in students is one of the main tasks of an elementary school teacher. In doing so, it must address two interrelated methodological issues: 1) detailing and concretizing the content of the process of performing certain practical work; 2) to develop a methodology for students to master these works and effective control over their mastering. [3]

Suppose a process can be described as a finite, rigid sequence of elementary work (an elementary work is a work whose execution is known). An algorithm is a command that specifies which elementary operations must be performed and in which sequence to perform a given process.

If an algorithm for doing a task is known, then the formation of the ability to do it can be, in general, to convey it to the child being taught. Thus, the development of algorithms is of great methodological importance, and the algorithms themselves will be the subject of instruction.

In addition to the basic requirements outlined above, a number of didactic conditions need to be considered when designing algorithms as a teaching topic. Different algorithms can be created for the same class of jobs, which differ from each other in the number of elementary jobs and their need. Therefore, the algorithm under study must be presented rationally, that is, it must consist of a minimum number of sufficiently simple elementary operations.

Let's look at some of the algorithms that are relevant to the elementary school curriculum.

Let's look at an algorithm for determining the perimeter of a rectangle.

A1: 1. Measure each side of a rectangle. 2. Find the sum of the values obtained.

A2: 1. Make a section equal to the sum of the lengths of the sides of a rectangle. 2. Measure the resulting cross section.

It is not possible to create an algorithm for all classes. For example, it is not possible to develop an algorithm for constructing expressions (equations) on the terms of arithmetic problems, for giving numerical data, for constructing textual problems on expressions (equations), for summarizing the conditions of textual problems.

On the other hand, most schemes, instructions, and commands look like algorithms on the outside, but they are not really algorithms. This is especially true for reminding students to work on issues. Here are the most important classes of processes that can be algorithmized in elementary school: 1) establishing the relationship "big", "small", "equal"; 2) oral and written calculations; 3) solving equations; 4) creation of geometric shapes; 5) determine the fraction of a number, the fraction of a number, the fraction of a number itself.

Now let's look at the second methodological problem, which was to reveal the general laws of teaching algorithms to students.

As mentioned above, the teaching of certain practical activities that can be algorithmic is divided into the following stages according to the principle: the teacher develops the algorithm; the teacher introduces students to the content of the algorithm; students use this algorithm many times and master it. [4]

An analysis of mathematics programs for high school shows that the role of elementary school in relation to the classes of algorithmic problems mentioned above is very different. For example, students need to master verbal and written computational algorithms at the level of automation. This is also true of "big", "small", and "equal" relationship algorithms. The study of solving equations, making geometric shapes, and operations on fractions and fractions will continue at a higher level in the middle grades. Elementary students learn the relationship between solving components of equations and the components and results of arithmetic operations, the definition and description of geometric shapes by making geometric shapes, some of their properties, fractions and fractions of a number. they assimilate the nose.

There are two possible approaches to introducing students to algorithms.

1. It is shown to students in concrete examples that the performance of previously studied elementary work in a certain sequence, in a system, allows you to solve a completely new problem. students repeat the algorithm under the guidance of a teacher. This experience is summarized in the form of a diagram, and it is recorded either on individual (personal) cards, or in a special table. When using this scheme, students initially say out loud the name of each elementary work and its content. Then some students sometimes interpret the elementary work aloud, and the rest of the students do it inside. As the use of the algorithm progresses, students will be able to do the work regardless of the scheme. In this approach to algorithm formation, the elementary tasks that make up the algorithm and the order in which they are performed are now given to students in a ready-made form. [5]

2. The formation of the algorithm is gradual and goal-oriented, with the active participation of students, elementary tasks are selected in an understandable way, the sequence of their execution is determined. To do this, the structure algorithm uses previously known definitions and properties of the objects being developed, and examines the possibility of using, in whole or in part, the algorithms already known for "similar" objects. In this approach, the proportion of students involved in the development of the algorithm may be large enough that the design process itself is close to the research work in terms of content.

The acquisition of some practical skills by students in the form of algorithms allows to organize effective control of the learning process, the systematic errors of the student in performing algorithmic work allow him to draw the following conclusions: improperly performs any elementary work (or works) entered, or violates the order of execution of elementary work. In addition, the incorrect answer in certain cases indicates what exactly the student is doing incorrectly.

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HISTORICAL AND ETHNOGRAPHIC FEATURES OF THE UZBEK FAMILY IN THE MIDDLE AGES

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ABSTRACT

The article analyzes the stages of historical development of the Uzbek family in the Middle Ages, historical and ethnographic features of family life, lifestyle, economic life and social relations between family members. It also covers the Uzbek family's neighborhood, mutual assistance, relational system between the large patriarchal family and some aspects of the national mentality, land and property ownership, number of family members, role and place of the family in society. The article describes the location of the family of artisans living in the historical cities of Uzbekistan, such as Tashkent, Bukhara, Khiva, Kokand, Margilan, Termez, Nurata, the location of the population in urban areas, the traditions of family crafts in the Middle Ages, the influence of Islam on city life, a description of the place of mosques and the community of religious scholars in family life.

KEYWORDS: *Medieval, Uzbek Family, Historical And Ethnographic Features, Lifestyle, Economic Life, Social Relations, Large Family, Islam, Religious Scholar, Mosque, Community, Neighborhood, Land, Landowning, Taxes.*

INTRODUCTION

It is known that the history and way of life of the Uzbek family was formed and developed in the course of a long historical development. Its unique historical and ethnographic features go back to long periods of the past. From this point of view, the Uzbeks, as in all nations of the world, consider the family as the traditional primary link in society, the primary social association of society.

The Uzbek family has gone through great socio-economic processes in the course of its historical development. This has influenced the change in its form, content, and functions. Especially in the Middle Ages, the social, economic and legal status of the family changed. Radical socio-economic changes in the development of society, including the attitude to property and its distribution, as well as changes in the attitude to private property, have changed the function of the family, its members, including men and women.

The Uzbek family underwent great historical and ethno-evolutionary processes in the middle Ages. Its form, content, composition, activities, family and society, the relationship between family and state, the relationship between parents and children have changed radically.

Especially during the years of independence of Uzbekistan, the family and its role have increased, the family has been given great powers and rights by the state. As ethnographer O. Buriev noted, "The formation and development of the family, the progressive improvement of family traditions and customs is a special object of study for the social sciences, as this topic has its own characteristics in Uzbekistan. Although philosophy, jurisprudence and pedagogy have gained a lot of experience in the theoretical study of these features, they have not yet been sufficiently studied in the historical and ethnographic direction. Therefore, this issue remains one of the most pressing issues in historical research" [1]

Method and methodology: The article is based on the principles of objectivity, consistency, chronological study of historical and social events, reliance on sources and evidence, and their validity, accepted in all social sciences and humanities. The article is based on content analysis, historical and ethnographic analysis and observation and expert-survey methods of some sources. The results of research based on the traditions and on the nature and functions of the family today serve to positively change the lifestyle of people, to form their spiritual and moral characteristics, to increase the role of the traditional Uzbek family in the minds of the population as an important subject of socio-spiritual values. Any scientific research has a special place in all disciplines with its theoretical and methodological study. Therefore, this article is based on the methods of study, analysis and expert analysis of historical and ethnographic sources conducted on the basis of philosophy, cultural studies and sociology, in addition to history.

Results and discussions:

Changes in the way of life of the Uzbek family in the Middle Ages affected its general essence, that is, increased the role of the family and its members in society. In particular, radical socio-economic changes in family life have led to an increase in the role of men in it, for example, the share of men in the creation of material goods has increased. As a result, a patriarchal family with a high status of men in the community was formed. In such a family, the man was the head of the family, who began to live with his wives, children and grandchildren, as well as other relatives. Such families formed intermediate families between a polygamous family and a monogamous family.

It is known from history that the Uzbek family developed as a complex structure in the early Middle Ages, i.e. in the VI-VII centuries in Central Asia during the reigns of the Hephthalites and the Turkish Khanate. During the reign of Hakan, the throne was ruled by Hakan. The ruler after Hakan was called Yabgu. Seed-community traditions were strong in the cattle-breeding Turkic population, and the basis of large property-owning tribes and seed communities consisted of large families. Such families also had home servants. The courtyards of large families — towers and fortresses surrounded by high defensive walls — appear. As a result of early medieval social life, an impoverished part of the kashovarz emerges as a layer of kadvirs — landless tenants. The part of the businessmen who enriched the cashiers formed the large property owners, who are referred to in written sources as peasants. The peasants of the early Middle Ages were in fact large property owners, and in Europe this category of people meant feud, i.e. large property owners. Therefore, this period was called the first period of feudalism in history [2]. That is, in the early Middle Ages, the peasants of Central Asia, the owners of small property - cashiers, liberators and witnesses - together formed the basis of socio-economic life of society; they were the main productive force of society, communities.

The family lifestyle in this period, as in previous periods, was based on a certain system of social relations. Such a system of relations is also recorded in historical sources studied by scientists. Among such historical sources of the VII-VIII centuries AD, among the Sogdian findings from the ruins of an ancient castle on the top of Mount Mug near Panjikent, documents on family-marriage relations confirm that marriage in those times arose within the requirements of certain legal relations. According to Professor M. Ishakov, this complex, which is called the archive of Mug Mountain, contains about 80 unique documents from the late VII - early VIII centuries [3]. It is noteworthy that the agreement on marriage (Sogdian historical document), which consists of "Nov 3-4", reflects the family marriage, property and other social and legal relations between the Turkish son Uttekin and his Sogdian wife Dugduncha.

Both documents are inextricably linked, one formalizing the marriage of the Turkish nobleman Uttakin to his Sogdian wife Dugduncha, and the other describing Uttakin's obligations to Cher, the governor of Navekat (an ancient city in the Ettisuv province), the patron's father who married Dugduncha [4]. Both documents are written in the same script - a beautiful example of the Sogdian national or Samarkand Sogdian script, developed on the basis of the Aramaic script. Nov 3-4 documents contain a total of 90 lines of text. This is also the largest text among the Mughal Mountain archival documents, and it is noteworthy that both sources are documents of a legal nature relating to early medieval family and marital relations.

As Islam began to spread in Central Asia in the middle Ages, the general way of life of the family began to be built on the basis of religious traditions. The role of religion in family life began to be felt. Even in the construction and location of housing began to reflect the religion, national mentality, customs, natural geographical conditions, relief, climate. In particular, in the cities, families living close to the street and the houses around it are mostly built facing the sun. The windows and openings of the houses were located on the inside of the courtyard, not on the street side. This was mainly related to Sharia, moral standards and Islamic traditions. However, in the national mentality of the peoples of the East, the eyes of a stranger should not fall on a stranger's yard, house, or even a harem. Such a situation can still be found in the old part of the cities of Tashkent, Bukhara, Khiva, Kokand, Margilan, Khojand. Since the street had always been a public place for people living in the same family, there was no filth, no garbage, such places were kept clean and tidy. The front door of each family was swept and cleaned in the early morning.

Along with the analysis of family activities, it should be noted that with the spread of Islam, the role of the mosque and the association of religious scholars in the settled population was great. There were, of course, one to several mosques in every village, large and small. In particular, in Bukhara, Samarkand, Termez, Khojand, Shakhrisabz, Nurata, there were ordinary mosques and mosques. Mosques are divided into ordinary and mosques. In the mosques were held on the occasion of special Eid holidays or Friday prayers, which was why people from neighboring villages, auls and makhallas also came here.

The mosque played an important role in the social life of the Uzbek family and was a unique symbol of the community. Keeping the mosque clean and tidy, providing the necessary items for the ceremonies was also the responsibility of the neighbors, and issues related to village meetings and ceremonies have been resolved here. Sacrifices of the community at family ceremonies and other events, and gatherings of family members of the village community on

family ceremonies were often held on the porch, cell, yard of the mosque, on the advice of blood relatives.

Equipment for family, public gatherings and ceremonies (blankets, tablecloths, dishes, etc.) was also stored in the mosque room. In particular, mosque activists in the village, such as neighbors, were in charge of the funeral procession. Funds for it were collected by mosque clerics from villagers or neighborhood residents. Charity was seen as charity in the way of God for Muslims. The issue of allocating a place for the deceased in the cemetery was also determined by the imam of the mosque and the elder of the makhalla.

Around the mosques were families of Ishans, Sufis and other religious scholars. They were the mosque community within the neighborhood or, as noted above, the 'mosque community'. They were mainly involved in overseeing the activities of the mosque, the distribution of funds from charitable or foundation property, and the organization of religious and enlightenment events in the neighborhood.

History has shown that with the spread of Islam, many families were relocated to Movarounnahr from the Arabian Peninsula and settled in good places. For example, in the beginning, the family aristocracy of the Quraysh tribe, i.e. more than 5,000 inhabitants, settled in Samarkand. Arab families were also settled in Bukhara, Merv, Poykand and other cities. The main reason for this was to strengthen their dominance by creating a strong social base in the region.

The large family (patriarchal family) was mentioned above. Scientists report that in all regions of Uzbekistan there were 20 to 80 members in a large family, and in some places even about 100 members in a large family [5]. Even the income from agriculture, animal husbandry, handicrafts, and trade could not be owned by a small family. In this case, the main right rested with the head of the extended family, who in turn led the division of property. O. According to Buriev, in the past, a large patriarchal family was historically and ethnographically called "big family", "big household", "tora", "big pot", "gang", "dorji household".

Such a way of life had shaped certain ethnic characteristics, such as a warm relationship between parents and children, respect for the elder, respect for the younger, kindness, and obedience to the words of the elders. Living together all the time taught children to share what they find, to follow the customs and traditions of their ancestors, to listen to their parents, to live gratefully.

In the Middle Ages, as in all regions of Central Asia, the Uzbek family preserved patriarchal-tribal traditions, which were evident in the traditional way of life of the population. For example, some groups of Uzbeks living in Kashkadarya, Surkhandarya, Samarkand and Bukhara regions of Uzbekistan had long been closely related to many Uzbek tribes, Kungirats, Kipchaks, Naymans, Uzbek Turkmens and palaces living in Zarafshan and Nurata oases. Even some large family groups had common living areas, winter and summer shelters. The people held events, celebrations, weddings and funerals together. The existence of a large patriarchal family and territorially neighboring communities in the way of life of the population, that is, in social and economic relations, contributed to the formation and development of the relationship between the family and the community. This form of interaction had established a strong connection between the family and the community, economic and cultural unity.

In addition to talking about the nature and functions of the traditional Uzbek family, which plays an important role in the way of life of Uzbeks, it is also necessary to talk about the neighborhood community (regional neighborhood community). After all, a family can never live without a

community, that is, without neighbors. If we approach the issue of community from a general point of view, the community is the first social association of people, formed on the basis of natural, kinship relations. As society rose to a higher stage of its development, with the emergence of the state, it became a community based on primitive kinship, and then a community based on the neighborhood of the population. Such an association is a constant union of people due to their vital necessity, which can be understood as a group of people who have gone through relatively long historical stages, specific to a particular place. Because its members live in a certain area [6].

The community is made up of large and small families, relatives, regional neighbors, and their mutual union has met all the material and spiritual needs in life. The economy, cultural ties, production, and mutual social relations in the community ensured that the members of the community lived together.

When we talk about the traditional Uzbek community, it is more important to think about its activities not on the basis of property relations, but on the basis of ethnic proximity and socio-economic ties between them. In the process of historical formation and development of this association, the village community, the neighboring community [7], it is noted that in cities, mahallas, quarters, guzars, and even larger administrative units occur in the form of "roat" [8].

The way people live as a large family has led to great qualitative changes in their lives, during which time the first community of humanity, the foundations of living as the first community emerged [9]. Such cohesion ranged from the mutual association of patriarchal families in the countryside to the craft workshops in the cities and later to the neighborhood. The members of the large patriarchal family in the village were made up of related groups with some degree of kinship. They certainly formed a separate village community, subordinate to a single elder.

In the middle Ages, especially in the XII-XIII centuries, that is, during the reign of the Mongols, the union of related families living in the same area was called aymak. In Turkic peoples, several families or tribal associations were referred to as aymaks, a term still used by the Uzbek people, who are well aware of their ancestry. Such families are divided into 'groups, 'urugs'-tribes and their subdivisions. However, the urugs-tribes is understood as a smaller association of people who are descended from one ancestor and are related by mutual kinship, united on the basis of common kinship.

After the end of the Mongol rule in Central Asia, the socio-economic situation in the whole territory of Movarounnahr worsened after the civil wars during the reign of Amir Temur. At the same time, he took measures to end the civil wars in the country and improve the living standards of the people. This, in turn, confirms that the personality of the ruler, his courage is of great importance in the spiritual worldview of today's generations.

After all, the ruler has always valued the interests of families and sought to improve the reputation. The essence of the legislation of the time of Amir Temur is that at its center was the citizen and the state. Azamat Ziya, a well-known scholar, said that in the time of Amir Temur, "the interests of citizens came first in the legislation." This is an important lesson for all time. After all, a spiritually helpless state was weakened and collapsed. Spiritual power was created by the people. The role of fair legislation in this was invaluable. One of the brightest aspects of Amir Temur's genius was measured by his ability to understand and put this fact into practice.

Amir Temur was accustomed to show kindness to his soldiers, to lend a helping hand to needy families in times of hardship, to be gentle with prisoners and to free them. Such a quality is a sign that he had immense spiritual courage. During this period, families lived in the city or village with their close relatives. Even a few of these families formed family kinship communities and occupied a certain area of town and village. Later, the process of settlement specific to all ethnic groups also affects the lives of all tribes and ethnic groups, and most families settle near rivers and springs.

In Uzbeks, territorial, ethnic, and kinship ties are common to all families. In particular, this situation occurs in the karluks of Kashkadarya region. According to ethnographer O. Buriev, pastures and arable lands in the Karluks were divided between family and tribal groups. During the summer migration, the karluk belonging to one group occupied their respective places and had a common pasture for the whole group [10].

People belonging to the same family used the family pasture and the wells and springs in that pasture also belonged to them. These clans, in turn, formed large family groups. A large family is a family that includes parents, their children, grandchildren, grandparents, and one or more large and small families. It had a patriarchal system of government. This was especially evident in running a large family. Such a family and management system has existed in all regions of the region in the past.

The concept of a large family was called differently in different places. For example, in the kungirats of Akkurgan village of Sherabad district of Surkhandarya region "big house", chuyuts of Kurgantepa village of Chirakchi district of Kashkadarya region "big pot" Those who called it "dorji rozgor". The management of such a family was undoubtedly in the hands of the family or the head of that clan, especially man.

The number of people in a large family also varied. According to scientists O.Buriev, I.Shoymardonov, K.Nasriddinov, at the end of the XIX century in the village of Akkurgan, Sherabad district, Surkhandarya region, 23 families engaged in animal husbandry and grain growing were united into one large family. 50-55 people, i.e. 5 generations, 17 couples lived in the same yard in the big household of Darvish bobo family, which belongs to the family of Kungirots tribe. In the village of Qatagan in Lower Kashkadarya, 250 families of the same clan lived together. Of these, 194 were small families of 3-4 people, 32 were undivided families of 6-10 people, 24 were large families of 20-25, 40-60 people.

In the sixteenth and seventeenth centuries, that is, during the Central Asian khanates, the situation of families worsened in comparison with earlier periods. This was due to factors such as land tenure relations, disagreements between khanates, and tax increases. At this time, the tax was levied on the cattle in kind (from five to ten camels one camel, from forty sheep one sheep or one goat, etc.). In addition, another type of tax was levied in favor of the local governor - "zakat-retail". The first Mangit khan Muhammad Rahim introduced new taxes in Bukhara, the first khans of the kungirats in Khiva, and mings in Kokand new taxes had been introduced on many livestock.

During the war in the Bukhara khanate, as usual, an emergency tax (jul) was collected from each family. Amir Muzaffar introduced a special tax referred to as aminona. At the same time, taxes were paid at the rate of 1.5% of the cost of goods and property. Over time, it becomes a permanent tax. By the late middle Ages, there were several forms of land tenure, in particular

state lands, private land tenure, and property ownership, free property, and waqf lands. A large part of the state treasury is formed mainly on the basis of land ownership, that is, on the basis of a source of income. For example, it is known from history that during the Shaybanid period, as in the Timurid period, most of the land and property were transferred to the provinces, districts, and given as exile to individuals and their families who had rendered special services to the state.

In short, the preservation of land forms formed in the past during the khanate period was accompanied by low labor productivity in agriculture, the surviving primitive agro-technical traditions, which prevented workers from growing crops at the required level. One of the factors that negatively affected the uneven development of the national economy and the development of social life was the chaotic system of taxes and various obligations. The arbitrary actions of some members of the ruling class in this regard led to a decline in the living standards of families, the impoverishment of some of its strata.

The families living in the city were constantly engaged in agriculture, handicrafts and trade. In particular, in the city, family members lived in a certain area of the mahalla, depending on the work they do, their profession, their position in the community, and what ethnic or social class they belong to. Although the main occupation of urban families is handicrafts, trade, farming is an ancillary sector for the landowners around the city. The families of artisans living in the cities of the region are located in urban areas, depending on their occupation. In particular, bakers in "Nonvoylar mahalla", butchers in "Qassobo mahalla", spinners in "Dukchiho", carpenters and carvers in "Ustazoda", potters in "Kozagaron" mahalla, weaving felt, carpets, alacha lived in the Namatzano mahalla. Although members of different ethnic groups lived side by side in the city, even though they were mixed, the mahalla of burial mounds and mourners was separate. It is characteristic that in a city with a complex ethnic composition, each member of the neighborhood was organized on the basis of socio-economic principles.

If we consider this issue in the example of the population of Bukhara, Tashkent, Kokand, Khojand, Margilan, in the XVIII-XIX centuries the population of the city was divided into the following groups: large and small nobles, clerics, merchants, artisans, small shopkeepers, farmers, as well as unprofessional and hired people, i.e. laborers. During this period, Bukhara and Tashkent retained their status as centers of handicrafts and trade. The same situation was typical for the districts of Nurata.

In the middle Ages, for example, the main occupations of the population of Tashkent were handicrafts, trade and, to a lesser extent, agriculture. In this case, farming was an ancillary sector for the family farm. From time immemorial, people engaged in the same profession have lived in a certain neighborhood or in a certain part of the city. For example, the families in Shaykhantahur were mainly famous for casting cast iron, making saddles, making oil, and especially weaving mats. In Sebzor, the population has long been engaged in dyeing textiles and yarns, as well as sewing.

Kokcha was famous for tanning, and Jarariq, who flowed through its territory, made it possible. In 1871, 341 of the 695 workshops located here specialized in the production of leather goods. There are 6 brick factories, 7 pottery workshops, 22 oil production enterprises, which occupy this part of the city. The owner of Beshyogoch was mainly engaged in gardening.

In rural areas, unlike in urban areas, part of the population was also engaged in animal husbandry. In the areas adjacent to the vast Kizilkum deserts, aul farms were also recorded [11],

they united their blood relatives. As in the sedentary population, the nomadic volosts were divided into auls, which were divided into small (khutor) and large aul farms. Small auls consisted of 4 - 5 yurts, and large auls - 15 - 20 yurts]. The volosts consisted of 300-400 families (households or herds), and the elders consisted of 100-200 households]. The administrative-territorial division of the nomadic population was based on the number of pastures, not on their historical seed relations.

In the late 19th and early 20th centuries, the family's way of life changed radically. The conquest of Central Asia by the Russian Empire led to a radical change in social relations and its character in the country. In particular, the emergence of industrial production, the colonial system of government, active intervention in the economy of the country instead of historically formed land ownership relations, undoubtedly affected the social life of the country, especially the lifestyle of local families.

If we look at the statistics of that period in the case of the family, in the late XIX - early XX centuries in the cities in each neighborhood 50-150, sometimes 200-250 [12] until the family lived. In particular, according to OASukhareva, at the end of the XIX - beginning of the XX century in Chor Baqqoli, Darvozai Samarkand mahallas located in the center of Bukhara - 112, in Olim Khoja mahalla - 110, in Boyrabaffon mahalla - 110, in Mir Tokhuri Devon mahalla - 120, in Jafar Khoja mahalla - 104. , There were 100 houses in Imam Qazi khan mahalla. 101 apartments in Korxona mahalla, 100 apartments in Chubboz mahalla, 120 apartments in Aravon mahalla, 100-150 in Eshon Pir mahalla, more than 100 in Abdullo Khoja mahalla, 105 in Xonaqo mahalla, 100 in Chakar mahalla, 148 in Khalifa Khudoydod mahalla, 160 in Chukur mahalla. There were 180 households, 150 families in Mir Dostum, 100 families in Shishakhona mahalla, 120 families in Dost Churgosi mahalla, and 160 families in Chohi Zanjir mahalla [13].

In some families, land and property are also distributed according to the number of family members, the place and position of that family. In some villages, land is distributed according to the number of sons in the family, which is why in Uzbek families each divorced family must have its own husband. Typically, the village community consists of several family-related associations, which in turn consist of large families.

Small (nuclear) families in a large family also shared the land of that large family. Each large family had additional separate lands, which are called "life" in most villages, while in the mixed ethnic Uzbek and Tajik villages of mountainous areas they were called "charbog". After the land was allotted to a separate member of a large family in the village, of course, the main task of the family members was to sow the seed in the land, take care of it, and harvest it after the harvest. As the crop matured, each family harvested its own crop on the ground. At the same time, the neighbors gave the family 2 to 4 helpers (harvesters). Both men and women took part in the harvest.

Mutual support played an important role in running the household. In particular, wealthy families, middle-class or poor families allocated a portion of the total harvest to orphans as captives each autumn. Or they used the land for a certain period of time and gave the right to own a part of the harvest. While the rich helped the rich to raise livestock, they in turn helped the poor with farming, housing, hay, barns, and shelters. Even in inter-ethnic villages, inter-ethnic economic relations were clearly manifested, various inter-ethnic economic relations were formed, and as a result of their close communication with each other, specialization in one or another sector of the economy took place.

6. CONCLUSION.

In general, in the past, on the basis of ethno-territorial features of the Uzbek family, that is, historically formed traditions, it was confirmed that everyone has a place in the family. But in the course of historical development, it has been confirmed that the socio-economic relations inherent in each system, and property relations, have influenced the traditional foundations of family relations. For example, in the Soviet era, the inclusion of large and small families in the collective farms, or the formation of village councils instead of mahallas, rural communities, led to a change in the characteristics of the Uzbek family and sometimes oblivion. However, the Uzbek family has shown in the past that it is customary to live on the basis of national traditions, on the basis of close ties between relatives and neighbors. That is, the kinship-based form of family life, the organization of economic life, was the same for families engaged in farming, as well as for families with livestock and crafts. Family management confirmed that each member of the family in household affairs, tribal relatives had a place in the family, and elders with extensive experience had a privileged position in the family. In other words, he confirmed that the stages of historical development of the Uzbek family, the historical and ethnographic features of family life, the way of life of the population, are reflected in economic life.

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DIFFERENTIATION OF UZBEK NATIONAL MUSICAL INSTRUMENTS STRINGED BOW INSTRUMENTS

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ABSTRACT

The article deals with the formation and stratification of Uzbek national musical instruments (sozs) in the performing arts in the IX-XII centuries, the role of stringed and bowed instruments (sozs) in the cultural life of people at all stages of development of the period, their echoes the spiritual world of people has been given the necessary influence, their importance in our modern cultural life.

KEYWORDS: *Bow Instruments (Sozs), Gijjak, Alt Gijjak, Bass Gijjak, Double Bass Gijjak, Sato, Kobiz, Sound-Forming Feature, Tone.*

INTRODUCTION

Material evidence of the abundance and diversity of Uzbek national musical instruments (sozs), including ancient sozs carvings on murals, depictions of musical instruments in bibliographic illustrations, as well as in musical brochures and other written historical sources.

Depending on the diversity of Uzbek national musical instruments, our scholars such as Abu Nasr Farobi, Ibn Sino, Ibn Zayla, Abu Abdullah Khorezmi, Safiuddin Urmavi, Abdurahman Jami, Abdukadir Maroghi, Darveshali Changi described and divided them into different groups. [1]

Uzbek national instruments are divided into three groups depending on their structure, features of the visual media and style of performance:

Percussion instruments

Wind instruments

Stringed instruments

This classification is based on the sound source of the instrument. Accordingly, the group of percussion instruments includes such instruments as doyra, drums, safoil, spoons, and kayraks. The group of wind instruments includes nay, koshnay, bulomon, sibizga, surnay, karnay. The group of stringed instruments consists of dutar, tanbur, ud, rubob, kobiz, gijjak, sato, chang. [2]

Each of these instruments is used individually or as part of an ensemble or orchestra, depending on the nature and function of the work being performed. Many of the musical instruments that are regularly used in Uzbekistan, including doyra, rubob, dutor, gijjak, nay, surnay, karnay, bulomon, are found in other Eastern folk and also takes great place in their musical art. However, their use differs to some extent in the national music of each nation. At the same time, in some cases, for example, in the Uzbek and Tajik peoples, we see that many instruments and their use are almost the same. [3]

The above-mentioned group of instruments is a related family of musical instruments, depending on their sound-producing properties and tone and melody.

1. Stringed and bowed instruments: gijjak, alt gijjak, bass gijjak, double bass gijjak, sato, kobiz.

2. Stringed nail instruments: Prima rubob, metsoso soprano rubab, alt rubob, kashkar rubob, afghan rubob, ud, tanbur, prima dutor, second dutor, alt dutor, tenor dutor, bass dutar, double bass dutor.

3. Wind instruments: pikalo nay, nay, surnay, koshnay, bulomon, sibizga, chanqovuz, karnay.

4. String percussion instruments: Piccola powder, prima powder, tenor powder, bass powder.

5. Percussion instruments: Doyra, drum, kayrak, safoil, tavalak, spoon.

The following is a list of re-invented instruments of each group. We will focus on the classification of re-invented instruments of each group above.

Arched instruments. According to historical facts, percussion instruments, first noisy ones, then trumpets from reeds or bamboo stalks, and later whistles, flutes, rattles, rattles, chiltors occurs. Later, appeared the stringed instruments and stringed bows.

Gijjak, sato, kabizlar, which belong to the group of Uzbek national instruments, are rich in their structure, performance, timbre and other features.

Gijjak is a stringed instrument played with the bow, which has long been popular among the peoples of Central Asia, especially the Uzbek and Tajik peoples. The earliest known specimens were two-stringed. Later, six- and seven-wire strings were also used. [4]

The four-stringed gijjak, which is now very popular among our people, is somewhat close to the European violin in terms of its performance. That's why some performers use the gijjak instead of the violin. The bowl is made of mulberry, apricot and coconut and is hollowed out of wood. The top of the bowl is covered with fish skin or the heart of the cattle. The handle is flat and thinner as you approach the bowl. At the bottom of the bowl is a metal foot, which is adjusted so that the performer can sit on a chair and play. (Figure 1)

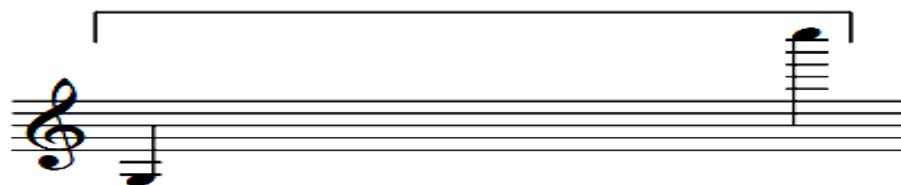
The bow is made of horsehair hair and is pulled with the fingers of the right hand while playing. The performer is required to be able to run the bow over the strings with great skill. Because every pleasing delicate and colorful sound that is created by pressing the fingers alternately on

the strings is done using a bow. These sounds, in turn, are further enriched by the sighs and groans that are commonly used in the genre. [5]

Among the talented performers of Gijjak's music we can name such masters as National Artists of Uzbekistan Tukhtasin Jalilov, Komiljon Jabborov, Ganijon Toshmatov, Gulomjon Hojikulov, Salohiddin Tukhtasinov, Abduhoshim Ismoilov, Olmas Rasulov, Honored Artist of Uzbekistan Ahmadjon Dadayev, in the field of academic performance were the winners of the Republican competition of folk instruments, Honored Artist of Uzbekistan Shuhrat Yuldashev, Botir Rasulov and Murod Tashmuhamedov. After the 1930s, the grid was rebuilt and four cables were introduced. The strings are in the fifth interval, the first string is the **mi** sound in the second octave, the second string is the **lya** sound in the first octave, [6]



The third string is the first octave is set to the **re** sound, and the fourth lower string is set to the left sound in the lower octave. The volume ranges from the left octave in the lower octave to the **lya** in the fourth octave. However, **do** sound is up to the fourth octave.

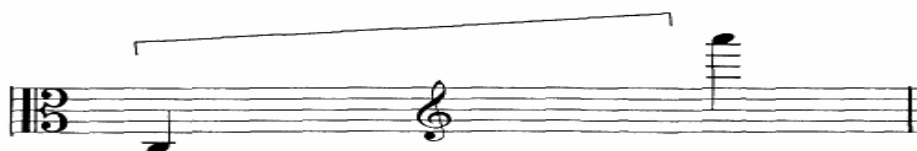


Gijjak is used as a soloist, accompanist, ensemble and orchestra. Instruments belonging to the gijjak family (alt, bass, double bass) were also created. [7]

The **alt gijjak** is a slightly larger version of the lower jaw. It has four strings, the spacing of which is adjusted to the pure fifth interval. The first string is tuned to the **lya** in the first octave, the second string to the **re** in the first octave, the third string to the **sol** in the lower octave, and the fourth string to the **do** in the lower octave. Notes are written on the subkey. (Figure 2)

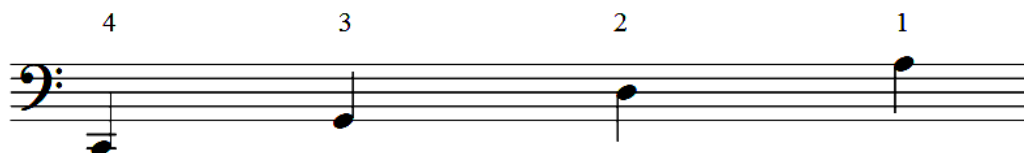


The volume is from the **do** sound of the lower octave to the **lya** sound of the third octave.



It is mainly used in the orchestra to play the sounds of the middle register, depending on the tone of voice, and as a soloist.

The **bas gijjak** is a large version of the main instrument, similar to the cello from European instruments. It has four strings, the spacing of the strings being adjusted to a pure fifth interval. The first string is set to the **lya** in the lower octave, the second string to the **re** in the lower octave, the third string to the left in the major octave, and the fourth string to the **do** in the major octave. The notes are recorded on the bass key, and the high notes are recorded on the tenor and violin keys. (Figure 3) [8]



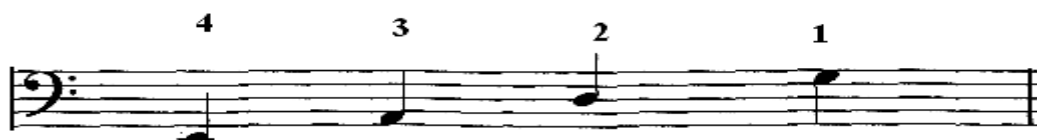
The volume ranges from the **do** sound in the major octave to the **re** sound in the third octave.



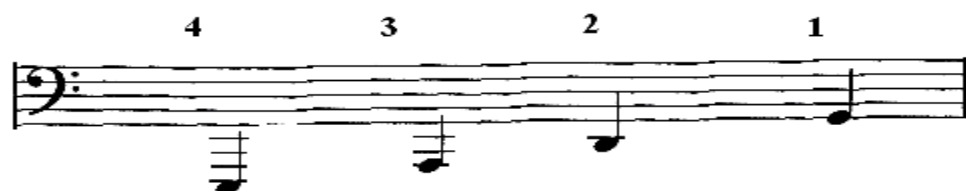
It has a wide range of sounds and is used in the orchestra to play parts in low, medium and high registers. It is also used as a soloist.

The **double bass gijjak** is the largest version of the main gijjak. It has four strings, each of which is set to a pure quarter. The first string is tuned to the **sol** in the lower octave, the second string to the **re** in the lower octave, the third string to the **lya** in the major octave, and the fourth string to the **mi** in the major octave. The notes are written in bass, but one octave low. (Figure 4)

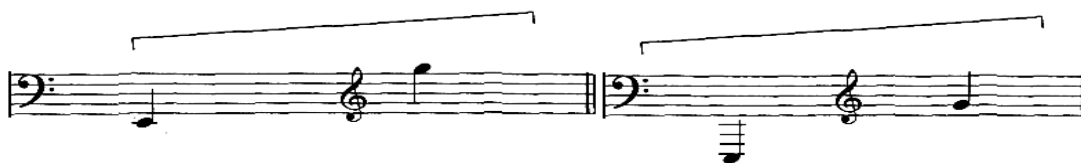
Spelling



to be heard



It is possible to play sounds from one octave wide to one octave wide.



Spelling to be heard

The double bass gijjak is played upright. Two notes are not played at once. It is used in the orchestra as an accompaniment to play the lowest notes.

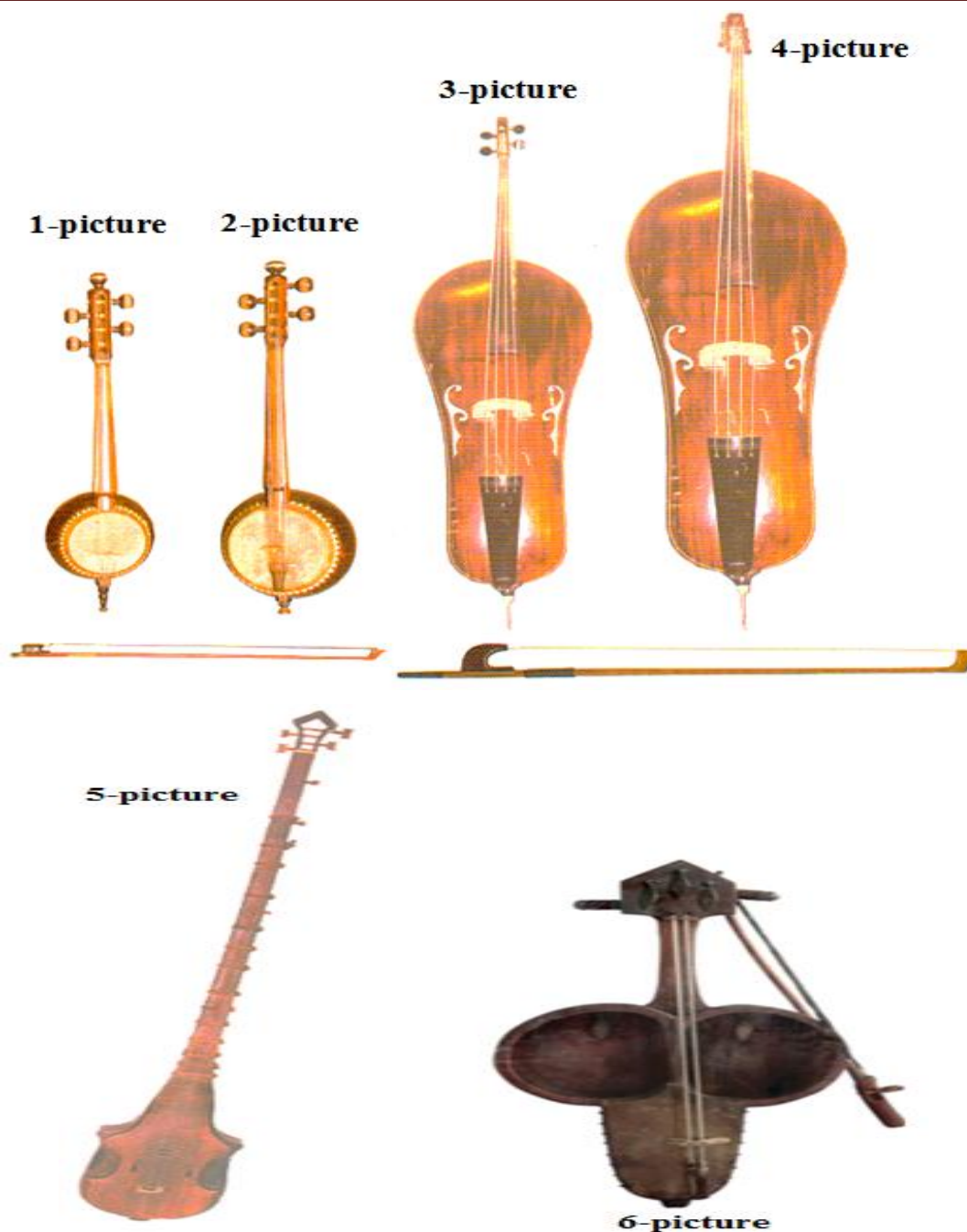
Sato in many ways is like a tanbur in appearance and structure. There are 17 curtains on Sato's handle. It has a long handle, a nocturnal bowl, and the strings are usually 3-4 inches long. However, the main wires of the sato are routed underneath, and there are 11–12 resonator wires (i.e., resonant) that connect to the ears on the side of the handle, the bowl is larger than the tanbur, and the walls of the bowl are thinner. The style of playing and the possibilities of playing are completely different from those of the tanbur. However, in the practice of playing there are cases of playing the tanbur instead of sato, that is, playing the sato with a bow, or, conversely, playing the tambourine with a nail, such as a tanbur. (Figure 5)

In **Sato**, heavy melodies are chosen for the performance, and they are performed with bows (just like in the kobyz and gijjak) in a long, delicate, elegant, colorful, and impressive way. Due to the complexity of playing the sato, it is mainly used by skilled musicians in their repertoire. That's why Sato's repertoire includes samples of our traditional professional oral music. [9]

Kobiz is a stringed and bowed instrument that has long been used in Turkic music. Its handle and bowl are made of a single piece of wood. The bottom of the bowl is covered with leather. If you touch the strings of the goat's horse's tail with your fingers, you will make extra subtle noises. These soft tones, combined with the rich and beautiful tone of the instrument, add a charming charm to the piece of music. The kobiz also plays a variety of folk melodies, maqoms, and professional oral music. The strings of the kobiz are adjusted between kvartas (sometimes kvintets). (Figure 6)

In the past, kobiz was widely used in the cities and villages of Samarkand and Bukhara regions, but now it is almost not used. But at the same time, this instrument is widely used in the musical culture of the Karakalpak, Kazakh and Kyrgyz folks and has been improved and has a place in the orchestra of modern folk instruments. For example, in order to perfectly complement the composition of the Kazakh folk instrument orchestra named after Kurmangazy, prima, alt, bass and double bass types of kobiz were developed. The strings of the processed shell are multiplied by three and four. They have a worthy place in the Kazakh folk orchestra.

Thus, today in the performance of Uzbek music, stringed instruments play a leading role in ensembles and orchestras.



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TRANSFORMATION OF RUSSIAN AND UZBEK RELIGIOUS PROVERBS

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ABSTRACT

The article highlights Transformation of Russian and Uzbek religious proverbs. Phrase logical units as linguistic cultures have national and cultural specifics, preserving information about historical events associated with the culture of a people.

KEYWORDS: *Transformation, Russian and Uzbek, Religious Proverb, Picture Of The World, Paremia, Proverb, Saying.*

INTRODUCTION

The spiritual needs of modern society, based on the organic symbiosis of universal and national values, determine the growing interest of naive thought in the problem of the dialogue of cultures and the establishment of common concepts that characterize all human cultures. This applies, in particular, to the national spiritual values of the Bashkir people, reflected in folklore in the form of proverbs and having a correspondence in other cultures. The comparative study of the language of proverbs, that is, the study of contractions, images and meanings inherent in this genre, is of great importance for comprehending folk psychology. Of course, the solution of such major interdisciplinary problems requires the efforts of many researchers.

Proverbs/paremiias are short, stable, reproducible in a speech bypass, rhythmically and grammatically organized folk sayings, in which folk experience and assessment of certain life phenomena are recorded. A proverb is a saying that figuratively defines any life phenomenon, primarily from the point of view of its qualitative assessment. The proverb appears in speech as an independent judgment, and the saying receives its final form and specific meaning in the context of the statement, that is, it is always only part of the judgment. Most paremiias are figurative expressions in which both literal and figurative meanings are realized, which leads to the creation of two planned meanings. As is known, the two-dimensionality of meaning is the basis of linguistic figurativeness.

Among the artistic means of expressing imagery, the dominant role belongs to metaphor, which is equally used in the compared languages.

The characteristic of faith as one of the value dominants of various linguistic communities, where the majority of the inhabitants profess Christianity, is presented in the following proverbs: Rus. Faith without deeds is dead, Faith moves mountains, Faith gives life, With faith you will never get lost, With faith you will never get lost, To change faith - to change conscience; Ukrainian _ Who is for the virus die, sob the kingdom earning (Whoever dies for the faith, he

will earn a kingdom for himself); Belarusian faith dymadlitva All grahi washing away (Faith and prayer washes away all sins); French: La foi Sans les oeuvres e st morte en elle-même (Faith itself without works is dead); La foi transporte les montagnes (Faith moves mountains); il n'y a que la foi qui sauve (Only faith saves).

Representatives of Islamic culture believe that there is no other god but Allah; God is the Creator of all forms of life. "Along with Judaism and Christianity, Islam belongs to the "Abrahamic", God-revealed tradition, according to which knowledge about God (i.e., "eternal God-revealed truths not created by man") was revealed to mankind in the writings through the prophets" (Zhanpeisova 2016: 5). "True Muslims always strive for unity, peace, harmony" (Nunuev 2012: 245). The paremiological fund of languages whose speakers profess Islam contains the theonyms God and Allah, although the Koran says: "Allah has Beautiful Names, so call Him by these names." In the Turkish paremiological fund, the Allah component (158 units) surpasses the other nominations: Tanrı (17), Mevla (14), Halik (2), Mabut (1), Rab (1) (Porhomovsky 2014: 76-77). The paremiological fund of the language has preserved the language trend in the use of Arabism Allah, which was replaced by the lexeme Tanrı in the era of Atatürk (Porhomovsky 2014: 59): Allah senidunya boss kalmasIndiyeyaratmış (lit. Allah created you so that the world would not be empty), Altı olur, yedi olur, hep Allah'Indedigi olur (lit. Six will be, seven will be, everything will be as Allah said), etc. Examples of inclusion of other nominations are rare: Veryigidiyigide, Mevlar İzzetini yetire (lit. Give back the trick for a horseman, and God will help them) (Lomakina 2020: 83-84). In the paremiology of the unrelated Tajik and Uzbek languages, the representative Khudo (God) is used: Khudokharkasrobanyatashmedihad (lit.: God gives to everyone according to their intentions) Khudodergirisakhtgirast (lit.: God will not take it soon, but take it strong), etc., which is an example of a cultural and linguistic transfer (Lomakina 2021: 129-131).

In the paremiological funds of the East Slavic languages, the majority of whose speakers profess Orthodoxy, the central concept representing faith as a value is the universal lexeme God. In Russian proverbs, the main nomination is God and the vocative form God (more than 1300 units - 91.7%): God has a lot of mercy, not like a peasant; there is no unrighteousness in God; Give, God, to be able to do everything, but not to do everything. In addition, the designations Lord and the vocative form Lord (105 - 7%) appear: Everyone is to himself, and the Lord is about everyone (BSRP: 211); Christ (11 - less than 1%): Christ sees everything, who will offend whom (BSRP: 900); Jesus (3 - less than 1%): Not for the sake of Jesus, but for the bread of the couscous (BSRP: 389); Almighty (1 - less than 1%): Fear the Almighty, and do not say too much; creator (1 - less than 1%): Ask the creator not to deprive you of a good end, etc.

In Russian and Uzbek languages, quantitative relations, expressed in numbers constitute a semantically rich layer of clichéd vocabulary due to the fact that they reflect a kind of symbolism in the culture of each people. Most names of numerals are actively included in the education process of clichéd units, the maximum number of which falls on component "one":

one for all and all for one;

alone (totally alone; colloquial); one and only (only one);

one in the field is not a warrior (last); all to one (all without exception);

all as one (all together and without exception) (cf.: all appeared as one); one on one (1. alone, eye to eye (cf. : stay one on one with guest); 2. against each other, one against the other (cf. : wrestlers agreed one on one);

one to one (colloquial) (about a number of similar, matching people or objects (cf. : workers got close one to one (usually about good workers));

one to one (colloquial) (at the same time, it doesn't matter (about a series of events, usually about any troubles that follow one after another) [1] and others (in total, in Russian there are phraseological units with this component).

In Uzbek speech practice, very often used clichéd type units: yakhshiotga– birkamchi , yomonotga-mingkamchi (last) - (literally: a good horse needs only one lashes, and the bad - a thousand lashes); beer pool - meaning: no matter how much try, everything is in vain, (cf. : mana Andy arzimagan kungilocharov deb expeditioning biroilik to atiboda tibir pool bo`ldi); ettio`lchab , birkes (last) - measure seven times, cut once; birsinalganyemonnikaita-kaitasinama (last) - meaning: no meaning test a bad person several times if he did not justify the door once, that is, if he has already let him down once, he will let him down and next time; kemagatushganning jonybir (last) - in the meaning: we are all in the same team, that is, to live in society and be it is impossible to be free from society; b aribir; birbulmoq1) birlashmoq , birjon , bir tan bo`lmoq (cf.: ko`pogiz birbursa , birogiz engilar (last) - the majority defeats the minority;

2) birhilbo`lmoq; o`z ar muvofiq , mosbo`lmoq (cf. : odamning dilibilantilibirbul sin (last); gapnibir qilm oqI) birmartagapirmoq , birgapiribe , masalani uzil-kesil halqilm oq ; 2) gapnibir ergaqo`ymoq , kelishmoq , bitishmoq ; birkattaning gapigakir , bir– kickning (last); biriikkibulmaydi ; birso`zniikkiqilm oq [2] and others .

If phraseological units with components "two": in two steps, in two counts, two pair of boots, as twice two four, like two drops of water , etc., "three": faraway lands, in three necks, to bend in three deaths, with three boxes, from a pot three an inch, see three arshins into the ground , etc., "seven": seven of one are not waiting, seven spans in the forehead, seventh water on jelly, up to seventh sweat, by leaps and bounds, behind seven locks , etc., then in the Uzbek language more common are clichéd units with the components “ qirq”(forty): Forty days are blessed for one day of quarreling, forty days for one day of salvation, forty days for forty days for forty days, forty days for forty days for forty days, forty days for forty days for forty days. thank you very much; birnikimangga, mingnikitumanga; better than a thousand times; know each other, know each other; one day is not a thousand days; the mouse's name was chosen; a thousand hands were raised; millennial

In the course of a comparative analysis of clichéd units of two unrelated languages, many similar variants have been identified phraseological units and paremias. For example, paroemias of the Uzbek language birboshg abirulim corresponds in Russian: two deaths do not happen, but one cannot be avoided; stupid birerdan olingan - one world smudges; hammasibirgo`r - one field berry; biro`q bilanikkiqarg`aniurmoq - kill two birds with one stone; ikkio`toracida- between the devil and the deep sea; ikkikemaning Boshinitutgang`arqbo`lar - for two chase hares - you won't catch a single one; ettinchiosmonda - on seventh heaven; ettio`lchab birkes - measure seven times, once cut off; turttomoningqibla - on all four sides; pak - pakanabo`yibor, ettiqavatto`nibor (riddle: onion is meant) - seventy clothes, and all without fasteners; yolg`izotningchangichiqmas , changichiqsa ham dong`ichiqmas - one in the field is not a warrior; birqozonda ikkiqo`chqorning boshiqaynamas - two bears in one den are not get along; ikkio`nbeshbiro`ttiz - what is on the forehead, what is on the forehead; ikkibukilib - bent over in three deaths; beshqo`lbaravaremas - in the family not without a freak; yil un ikki oh - all year round .

It should be noted that the study of the connotative nature clichéd units with a quantitative value in languages of different systems gives reason to believe that in the Russian language there are more phrase logical units with numerical components, and in the Uzbek language turned out to have more paremiological units, expressing quantitative relationships. Knowledge and use of speech of these correspondences facilitates the process of communication between native speakers of the above languages, and also serves as a good material when translating texts, thus contributing to closer convergence of cultures of different ethnic groups.

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SOFT SKILLS TRAINING FOR SUCCESS OF SALES IN RETAIL

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ABSTRACT

Training has been a vital component for the growth of retail sector employees .India's retail sector appears backward not only by the standards of industrialized countries but also in comparison with several other emerging markets in Asia and elsewhere in terms of service given by the sales Team. The Indian retail market is estimated to be US\$ 450 billion and one of the top five retail markets in the world by economic value. India is one of the fastest growing retail market in the world, with 1.2 billion people. Retail market is growing, not only in terms of numbers but also in terms of stature, image and class. Today customers are changing and their expectations are rising, they are demanding world class service. To meet such challenging demands the sales force has to be well equipped with good soft skills, updated with the latest technology (bearing in mind the necessity of keeping the human element in place because technology in itself, is cold, impersonal and not at all customer friendly) will ensure that brand marketers are able to keep pace in a dynamic world. Increased competition, e-commerce, and mobile commerce, needs innovative skills and developed soft skills of the sales team to help the retail stores aim their high sales targets.

KEYWORDS: Retail, Training, Soft Skills Training, Sales Emerging Markets, E-Commerce , Mobile Commerce, Innovative Skills.

INTRODUCTION

Retail industry which is in boom from past one decade there is a drastic change in the way the business is run. Retail business has become more organized and customer oriented. So the people in this industry are also changing with a more professional outlook with more knowledge and skills to impress the consumers and make good volume of sales at the end of the day.

Whether selling shoes, computer equipment, or automobiles, retail salespersons assist customers in finding what they are looking for and try to interest them in buying the merchandise. The demands of customers are not just great products but also great shopping experience and to make this possible a retail outlet should have well trained sales people. This paper explains how well the sales people of retail industry are trained to meet the customer expectations and global standards, how their soft skills contribute towards the sales target of the outlet.

The retail sales people demonstrate how items work, gives information of models, colors, and brands of an item. Sometimes they give special information about very expensive or complex

items. They play important role in convincing customers to buy those items. Retail sales people compute the amount of the total sale and received cash, cheque or credit card payments. Sales people also handle returns or exchanges of items.

The above mentioned are the very basic and important duties of sales people and they require great skills, adequate soft skills and knowledge to perform well. And this high level performance can only be seen if the sales people are provided with relevant training as and when required.

Retailers are increasingly stressing the importance of providing courteous and efficient service in order to remain competitive. The direct link between the customers and the company is the sales people who are expected to provide this courteous and efficient service to the customers. Sales people are periodically given training to update and refine their skills for providing the best customers.

A sales persons gain experience and seniority; they usually move to positions of greater responsibility and may be given their choice of departments. This often means moving to areas with potentially higher earnings and commissions. The highest earnings potential is usually found in big-ticket items. This type of positions often requires the most knowledge of the product and the highest talent for persuasion. So training is also important, for building strong sales team and meet organizational and personal objectives.

- Retailers are using sophisticated communications and information systems to manage their business. The use of new technologies helps retailers reduce their operations costs, while better serving their customers.
- To compete against non-store retailers, stores are now becoming more than just places to buy products. They are offering entertaining and educational experiences for their customers.
- In this dynamic environment, entrepreneurs are launching new companies and concepts and becoming industry leaders, **while traditional firms have had to rethink their business.**

Retail managers today must make complex decisions on selecting target markets and retail locations, determining what merchandise and services to offer, negotiating with supplier and distributing merchandise to stores, training and motivating sales associates, and deciding how to price, promote and present merchandise.

Benefits of Soft skills training to sales force

1. INCREASE IN EFFICIENCY

Soft Skills Training becomes more important especially in the context of changing technology because the old method of working may no longer be relevant. Today more interaction is needed with the customers for better results.

2. INTRODUCTION OF NEW STRATEGIES AND WORKING METHODS IN THE ORGANIZATION

Organizations today are exploring ways and means to increase its productivity, level of proficiency of the staff, or its ability to provide more efficient and cost-effective services to its client groups. For achieving this, the organization may, at any given point in time, introduce new working methods, procedures or practices. Soft skills training can be a major contributor towards an organization's future plans or a shift in its priorities.

3. BETTER HUMAN RELATIONS

Soft skills Training attempts to increase the quality of human relations in an organization. Many of the problems can be overcome by suitable human relations training. Many techniques have been developed through which people can be trained and developed to tackle many problems of social and psychological nature.

4. TO INCREASE PRODUCTIVITY

Soft skills training can help employees increase their level of performance on their present assignment. Increased human performance often directly leads to increased operational productivity and increased company profile. Again, increased performance and productivity, because of soft skills training, are most evident on the part of new employees who are not yet fully aware of the most efficient and effective ways of performing their jobs.

5. TO IMPROVE ORGANIZATION CLIMATE

An endless chain of positive reactions results from a well-planned training programme. Production and product quality may improve, financial incentives may then be increased, internal promotions become stressed, less supervisory pressures ensue and base pay rate increases result.

WORKING CONDITIONS OF SALES FORCE AT RETAILS:

Most salespersons in retail trade work in clean, comfortable, well-lighted stores. However, they often stand for long periods and may need supervisory approval to leave the sales floor.

This job can be rewarding for those who enjoy working with people. Patience and courtesy are required, especially when the work is repetitious and the customers demanding. A proper training is must for these people

EMPLOYMENT:

The sales people worked in stores ranging from small specialty shops employing a few workers, to giant department stores with hundreds of salespersons. In addition, some were self-employed representatives of direct sales companies and mail-order houses. The largest employers of retail salespersons are department stores, clothing and accessories stores, furniture and home furnishing stores, and motor vehicle dealers.

This occupation offers many opportunities for part-time work and is especially appealing to students, retirees, and others looking to supplement their income. However, most of those selling "big ticket" items, such as cars, furniture, and electronic equipment, work full time and have substantial experience.

EDUCATION AND TRAINING:

There usually are no formal education requirements for this type of work, although a high school diploma or equivalent is increasingly preferred. Employers look for people who enjoy working with others and have the tact and patience to deal with difficult customers. Among other desirable characteristics are an interest in sales work, a neat appearance, and the ability to communicate clearly and effectively. The ability to speak more than one language may be helpful for employment in stores in communities where people from various cultures tend to live and shop. Before hiring a salesperson, some employers may conduct a background check, especially for a job selling high-priced items.

In most small stores, an experienced employee, or the proprietor, instructs newly-hired sales personnel in making out sales checks and operating cash registers. In large stores, training programs are more formal and usually conducted over several days. Topics usually discussed are customer service, security, the store's policies and procedures, and how to work a cash register. Depending on the type of product they are selling, they may be given additional specialized training by manufacturers' representatives. For example, those working in cosmetics receive instruction on the types of products available and for whom the cosmetics would be most beneficial. Likewise, salespersons employed by motor vehicle dealers may be required to participate in training programs designed to provide information on the technical details of standard and optional equipment available on new models. Because providing the best service to customers is a high priority for many employers, employees are often given periodic training to update and refine their skills.

JOB OUTLOOK:

As in the past, employment opportunities for retail salespersons are expected to continue to be good because of the many job openings created each year due to the need to replace the large number of workers who transfer to other occupations or leave the labor force. Additional openings will be created by growth in employment of retail salespersons. Employment is expected to increase about as fast as the average for all occupations through the year 2008 due to anticipated growth in retail sales created by a growing population. There will continue to be many opportunities for part-time workers, and demand will be strong for temporary workers during peak selling periods, such as the Christmas season.

Retail Scenario in India:

In the last decade India's retail journey has been smooth with less hiccups.

Some of the most attractive brand of the world entered the market .This market was unexploited , under –penetrated ,steady economic growth , demographics , ability of easy credit - fuelled the growth of India's market to USD 25 billion , in organised retail market .India became a destination of choice for top global retailers. This environment saw India's own blue chip companies like Tata , Reliance, Bharti , RPG diversified their business and became major players in this sector.

Growth of organized retail penetration is expected to rise by 16 percent by 2013. (Source KPMG)

Challenges in Retail Sector:

Dissapointing Footfalls: According to KPMG's survey, 70 percent of the respondents stated that the slowdown has adversely affected their footfalls.

Funding Constraint: Working capital requirement have also been difficult

Sales force Training: In 2008 companies like Bharti Retail, Vishal Retail launched retail Training cademics in Ludhiana and Delhi. These facilities trained 5, 00 persons every year. This was purely from the objective that Salesman need to learn on the skills which converts footfalls in to buyers.

Staff knowledge and Motivation

High Attrition rate, low product knowledge, poor customer Interaction skills

Inability to monitor on the job

Larger issue with idle resources which subsequently leads to high cost

Soft Skills:

Soft skills are very essential to any individual, which are needful for Development in various kinds of institutions. Soft skills are communicative skills, Fluencing in language, management qualities, and ability to work in a team, positive Attitude in critical situations, problem solving ability, decision making, stress techniques etc.

Enough evidence are being produced in the past which convey that skills and qualifications affect employment and earnings. Recent research in this field has examined the role of literacy and numeracy specifically, identifying an inverse link with unemployment and earnings (Dearden *et al.*, 2000; McIntosh and Vignoles, 2001). Concern over the levels of literacy and numeracy in the population and their effect on individuals and on the economy prompted the establishment of a government inquiry into basic skills in 1998 (DfES, 1999). A major aim of the programme was to enhance the employment prospects of people with low basic skills.

The link between labour market performance, qualifications and Skills, is purely with an assumption that such skill development programmes will give improved market performance of youth. Youth undergoing such training improve upon other aspects of employability (e.g. qualifications, motivation). This research has study will be able to prove these assumptions.

Review of Literature:

According to Chaitanya (2005), the different approaches to training and development need to be explored. It has come to their attention by their own preferred model and through experience with large Organisations. The current traditional training is continuously facing the challenges in the selection of the employees, and in introducing new tactics for the environment of work. They are advising on all the problems, which reiterate the requirement for flexible approach.

Usually the managers have the choice to select the best training and development programme for their staff but they always have to bear in mind that to increase their chances of achieve the target they must follow the five points highlighted by Miller and Desmarais (2007). According to Davenport (2006), mentioned in his study that it's easy to implement strategy with the internet supported software. Malcom Tight (1995), studied the attrition problem and he related it with education, employers and policy makers. Because of less education they do not perform in expectation of the organization. He also described that performance of organization is affected by attrition.

Anil Varma (2008), studied about the attrition and he wrote that attrition is happening because of less compensation, poor working conditions and self centered behavior of management, improper training and challenges attached towards high performance expectation. He stated that it affects employee's performance and they leave the organization.

J. Slack, Pat Turner (2005), researched and mentioned that poor management and training caused attrition. High attrition affects company's policy and performance. Cooper, Carry L. & Cart Wright (1997), studied the training and development programme in ICT and described the implementation of training and development programme in companies.

All the previous studies show that trainings affects performance and attrition. Training is directly related to performance of the employees. There is no organisation which has reaped the profits, increased the market share, and increased its brand recall without the trained employees. Performance increases after quality training, and because of good performance of employees organization get their goal. The attrition is related with that and it affects both employees as well as organization. It is one of the biggest problems in various organizations which should not be neglected.

The success of the retail stores, therefore, depends on customers' reaction to the retailing mix which influences the profits of the store, its volume of turnover, its share of the market, its image and status and finally its survival.

Service quality is perceived as a tool for increasing value for the consumer; as a means of positioning in a competitive environment (Mehta, Lalwani and Han, 2000) and for ensuring consumer satisfaction (Sivadas and Baker- Prewitt, 2000), retention, and patronage (Yavas, Bilgin and Shemwell, 1997). With greater choice and increasing aware- ness, Indian consumers are increasingly demanding better quality of service (Angur, Nataraajan and Jahera, 1999) and players can no longer afford to neglect customer service issues (Firoz and Maghrabi, 1994; Kassem, 1989).

Subhasini Kaul in his paper titled Measuring Retail Service Quality: Examining Applicability of International Research Perspectives in India. Examines the Retail Service Quality Scale (RSQS) developed in the US for applicability in India. But an important element of presence of Soft skills in sales force which is not be studied .

Service quality is defined as 'a global judgment or attitude relating to the overall superiority of the service' (Parasuraman, Zeithaml and Berry, 1988).

Research methodology

Survey was conducted to know what kind of training is currently provided by the retail companies. Almost all kinds of retail outlets were covered under this research like the retail outlets of big brands of sportswear, clothing showrooms, food retailers of all sizes. There were different numbers of sales people working in different kinds of retail companies.

Total sample size of 200 was taken for this study. Sample comprised of responses from staff of four retail outlet of Big Bazar, Spencer, Total Mall, Hyper city in the eastern region of the city Bangalore. Only front line staff was taken for the study who have maximum interaction with the customers.

Questionnaire was administered to get the response from the sample.

Problem statement:

The study was done to identify the relevance of Soft skills training to Sales Team for achieving high targets of the retail Outlet.

The retail industry in India has changed its face and approach. From small outlets to big showrooms and departmental stores, every retailer is giving their business a new look. Sales people working here play a major role by handling the customers effectively. Customers are of various types and to handle them and their queries, sales people should be having good skills and knowledge. *This paper aims to understand the training aspects which keep the sales force of*

retail industry fit and ready to face any kind of challenges, particularly due to increasing domestic and international competition.

Every employee is an asset to the organization. In order to effectively manage the employees in an organization, one need to assess his performance, know his strengths and weakness, identify his training and development needs, and develop training program to fill up the deficiency gap existing between the current performance level and the expected standards of performance. Training programs should be carried out with a view to increase the consistency, fairness, and accuracy of the training programs.

The study is therefore, conducted to bring out the importance and effectiveness of training and development at Retail outlets and also to evaluate the methods adopted along with suggestions for betterment.

The below table shows the response of sales executive on the duration of training

TABLE 1 SHOWING THE DURATION OF TRAINING ATTENDED BY SALES STAFF IN A MONTH

Particulars	No. of respondents	% of respondents
1Hour	95	47.5%
1-2 Hour	65	32.5%
1 Week	15	7.5%
1-2 week	15	7.5%
Total	200	95%

47.5% of respondents have attended the 1Hour-training programme, 32.5% of respondents have attended the 1-2 Hour training session, 7.5% attended one week and 7.5% attended 1-2 week training programme conducted by Human Resource Department.

TABLE 2 RESPONSE ON RELEVANCE OF TRAINING

Particulars	No. of respondents	% of respondents
YES	162	81%
NO	38	19%1
Total	200	100%

TABLE 3. SHOWING THE PREFERENCE OF RESPONDENTS ON TYPE OF TRAINING PROGRAMME

Particulars	No. of respondents	% of respondents
Individually	28	14%
In a group	172	86%
Total	200	100%

TABLE 4 SHOWING THE RELEVANCE OF TOPIC COVERED IN TRAINING PROGRAMME

Particulars	No. of respondents	% of respondents
Disagree	12	6%
Agree	100	50%
Neither agree nor disagree	13	6.5%
Strongly Agree	75	37.5%
Total	200	100%

TABLE 5 IMPACT OF TRAINING ON DEVELOPMENT OF THE FOLLOWING AREAS

Particular	No. of respondents	% of respondents
Productivity	186	93%
Morale	10	5%
Soft Skills	176	88%
Customer Service	182	91%

TABLE 6. FEEDBACK ON THE TRAINING PROGRAMMES

Particulars	No. of respondents	% of respondents
Improvement of knowledge and skills	160	80%
Change of attitude	70	35%
Improved the working relationship	60	30%
New idea and approaches	167	84%

CONCLUSION:

In order to achieve the high sales targets and compete in the mushrooming market of retail outlets in India. Now a focus on Sales Executive's soft skills will help the operations team to meet its target.

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DEVELOPMENT OF NAVOI STUDIES

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ABSTRACT

This article analyzes the monograph "The life and work of Alisher Navai" by the scientist Olim Sharafiddinov, written under the pseudonym Ain, and comments on the research's work in the field of "Navai" research. They say that valuable information about the life and work of Alisher Navoi was passed on to us by Navoi's contemporaries and included in all historical works of the 15th-16th centuries. The comments of the scientist Sharafiddinov were acceptable to the leaders of the system and the leaders of that heavy ideology. Most readers who read Navoi's poems, in particular "Farhad and Shirin", ignore the old images.

KEYWORDS: *Navai Research Of The Twentieth Century, Research, Monograph, Analysis, Interpretation.*

INTRODUCTION

In the 30s and early 40s of the XX century, in the study of Navoi's work, the activity of the scientist Sharafiddinov, who always walked at the forefront of the literary process in this area, was especially fruitful. A hardworking, demanding scientist devoted most of his work to studying the life and work of the great poet and thinker Alisher Navoi. This research began with an objective study of the first literary sources - manuscripts and published works of Navoi and books of his contemporaries. The scientist believed that Navoi was a genius, and that his works became a huge spiritual wealth of the Uzbek people. [1]

Sharafiddinov, a literary scholar, critically reviewed materials and studies related to the Navoi period, everyday life and creativity. Then, based on the information received at that time about the vibrant life of Alisher Navoi and his extensive work for the benefit of the people, he gave a broader and more comprehensive view of the great poet and thinker of the Uzbek people. In this area, he created a serious scientific and popular work. [2]

The monograph "Life and work of Alisher Navoi" was published in Russian and Uzbek: 1939, 1948, 1967, 1971, 1978. This monograph is an important source for studying the life and work of the great Uzbek poet. In his research, Sharafiddinov provides important information about the life and work of the great poet, relying on the research of Uzbek scientists Fitrat, Abdurakhmon Saadi, Russian orientalists M. Nikitsky, V. Bartold, Yu. Bertels.

The monograph is very extensive and the introduction is devoted primarily to the study of the life and work of Navoi. They say that valuable information about the life and work of Alisher Navoi was passed on to us by Navoi's contemporaries and included in all historical works of the 15th-16th centuries. On the basis of accurate historical and literary data, the scientist tries to shed light

on confusing ideas, criticizing the negative attitude towards the life and work of Navoi in Western Europe and Russia. In particular, it is implied that, according to Belen, "Navoi wrote two works "Khairat ul-Abror" and "Makhzan ul-Asror". However, it is clear that Makhzan ul-Asror is a work by Nizami Ganjavi or a 15th-century translation of this work by Haydar Khorezmi." At one time, Sharafiddinov, citing such facts, showed that the study of Navoi's work is in a very bad state, and he takes it very seriously. [3]

The scientist describes the friendly relations of Navoi with ordinary people, artisans loaded with excessive taxes and suffering from the oppression of officials. It seems that Navoi supported the ideas of scientific communism. Thinking about it, the work of a brilliant artist can be said to be a great treasure. It could be used wisely for various purposes of the state. The comments of the scientist Sharafiddinov were acceptable to the leaders of the system and the leaders of that heavy ideology. True, Olim Sharafiddinov did not recognize Navoi as a man of mysticism and his purely Islamic works. Analyzing Khamsa Navoi, the scientist did not focus on the "traditional writing" in verse. In fact, the traditional parts of the work clearly show Navoi's worldview. Sharafiddinov, who tried to thoroughly master the works of Navoi, expressed his comments about the work "Khamsa" in each part of this work. Poems "Khairat ul-Abror", "Farhad and Shirin", "Leyli and Majnun", "Planet of the Planet", "Saadi Iskandari" The narrator not only gives an overview, but also analyzes the characters and images used by the poet in the context of literary criticism of that period. [4]

As we all know, one of Alisher Navoi's greatest goals was to elevate the Uzbek language to the level of the cultural and political languages of the world. Before Navoi, the sound of the Uzbek language was weak. In the monograph "Intensive Creative Years of Alisher Navoi," Great Navoi says that he is fighting to overcome this backwardness. The researcher said that Navoi created a unique "Khamsa" in the Turkic language, which is the greatest in the history of Uzbek literature.

One of the important achievements of this study is that it correctly identified the general direction of the poems included in the Hamsa and involved some of them in artistic analysis. Peculiar, deep learning is accomplished through careful reading. The monograph of the scientist Sharafiddinov reveals a detailed analysis of the life and work of Navoi. Most readers who read Navoi's poems, in particular "Farhad and Shirin", ignore the old images. The scientist Sharafiddinov reveals that the protagonist of the epic "Farhad and Shirin" is the same person who took the main villain and Yosuman who killed him. Navoi's monographs are well analyzed in this monograph. When Alisher Navoi pauses about Nizami and Dehlavi's poems "Khusrav and Shirin", he says that Bahrom's "love oil" was not sufficiently proven in the work. Alisher Navoi devoted his 4th poem to the logic, history and artistic analysis of love oil. It is clear that Bahrom falls in love in the poem. Throughout the work, this love strikes and hardens Bakhrom. In the recent story depicted in the poem, Bahrom knows that Dilorom is alive. The work ends with the protagonist drowning in a swamp. [5]

"Alexandria" is a truly philosophical poem: it begins and ends with debate. The discussions are on various topics. But at its core, one question arises: how a person should live. Alexander lived in a circle of scientists, was brought up in the palace of the king. His life on land, in the seas was full of meaning and example.

In addition to the achievements in the research of the scientist, we can observe the negative impact of the politics of that period. In particular, we see that the poet's divinely inspired ideas

and "traditional introduction" are not emphasized in the "Khamsa" verses. Of course, the literary environment and the ideological life of the 1930s did not allow this. [6]

The scholarly writer Sharafiddinov is trying to tell stories that elevate Navoi's personality. To this end, he attaches great importance to the improvement and construction work of the poet. He talks about renovating madrasas, bathrooms, hospitals, libraries, and old buildings he built. In addition, he showed many scientific and historical works of Alisher Navoi. Part of the researcher's monograph "Alisher Navoi - statesman" and tries to show that the poet was responsible for state affairs. Initially, Hussein Baykara and Alisher defeated Yodgor Mohammed in Khorasan, fought against feudal exploitation in Herat, high taxes, cruel and tyrannical officials. The Navai treated tyrant officials and enemies of the people with contempt. It was a reflection of the anger and hatred of the people against the tax policy and tyranny of the princes Hussein Baykar. When news of the rebellion reached the king, Hussein Bayqara quickly dispatched Alisher to Herat to investigate the cause of the rebellion and calm the crowd. However, Alisher assures the king that he will take responsibility for calming the uprising if the unjust taxes are cancelled. At Alisher's suggestion, the tsar issued a decree arresting the ministers and officials responsible for the uprising. Due to such incidents, Hussein Baykara gets too close to Alisher, but it was this that prompted the amirs and princes to look at him with jealousy and depose Hussein. In 1476, Alisher was removed from the palace and the ministry. This led to the disgust of injustice. Sharafiddinov's work is based on such facts as "Badoe ul-waqoe" (Badoeulvakoe) and "Tazkirat ush-shuaro" (Tazkiratushshuaro). Although Alisher was far from the palace, he always worked in the public interest. The interrogator sums up the story well: "Sultan Hussein sent one of his men to Alisher's service to find out about everything he did, leaving the palace to inform the king about everything. Alisher knew this secret with the power of intuition and insight. He was not afraid of persecution and worked for the benefit of people. Sultan Hussein Baykara handed over to Emir Mohammed Valibek the post of physician in Herat. He had a man named Khoja Mohammed Chinor. Mohammed Valibek gave him the city medicine. Khoja Chinor was known for his cruelty and immorality in Herat. People were annoyed by her cruelty and no one could expel him. From his hands they could not save the beautiful son of one man. No one dared to complain about him because he was afraid of Muhammad. Alisher heard this. Alisher found a way to inform the king about this. One day a man came to Alisher. He brought a book and a bow. Alisher asked him who he was and why he gave gifts. [7] He said:

- My father was a member of this university. I have come to serve and enjoy this gate.

"Young man," said Alisher, "you are worthy of me, and every day you walk through that door, you cannot make as much money as I like. But I will show you the way. You earn at least one hundred coins every day.

"Your opinion is the governor," the young man agreed with Alisher.

"This cake is one hundred and twenty coins in the market." Sell them, put twenty coins on their thighs and fifty coins on their legs, and put ten Arabic buttons on them, one knife for ten coins, and a pair of light brown hair on their coins. Hold a red wand in your hand and stand in the marketplace. Wherever the beautiful princess and prince go, go up to him, hold his hand like a policeman, and say: "Khoja Chinor allowed you. The boy is crying at his feet, crying in fear. You say, "This is my job, I don't know what else to say." The boy grumbled and said: "O king, what would happen if you ignored me and kept me away from Haji Muhammad Chinor? If you

give me permission, I will return with my reputation. My clothes and everything I have are yours. He has at least one hundred coins. Thus, if you take five people a day, you will have a good deal". [8]

The spy who passed the information to Hussein Baykara as Alisher's nuqar wrote down a note of these words and informed the king. Hussein Baykara, who knew about this incident, got angry and called Mohammed Valibek to him. Get back on the track and drive this bastard out of town. Mohammed Valibek summoned Khoja Chinor. He hit him in the head and then slapped him in the face." Alisher Navoi, with his excellent mind, helped save the people of Herat from a huge mountain.

The study of the scientist Sharafiddinov is distinguished by its specific style and appearance. This work is different from a dissertation. It is a purely scientific work and is distinguished by its simplicity and smoothness. The scientist had no problems writing a monograph. He intended to speak about the great Navoi in the international language. Without distorting the facts, he developed methods of study, interpreted, disseminated and analyzed the life and work of the great Navoi. While the scholar's study of Alisher Navoi's life and work shows signs of Marxist-Leninist thinking, it provides a clear and vivid insight into Navoi's genius.

The scientist Sharafiddinov showed the life and work of Navoi in a dangerous situation, when the Soviet state and the Communist Party constantly acted in the direction of militant atheism. Of course, there were pros and cons of that period.

It is important to note that Sharafiddinov managed to find a unique way to preserve, disseminate and analyze Navoi's heritage even in this situation.

In conclusion, we can say that the analysis of the life and work of Alisher Navoi was a worthy contribution to the study of Navoi. In addition, it was and remains an important source of development in later literary studies.

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ISSUES OF INCREASING THE ROLE OF WOMEN IN PUBLIC AND POLITICAL LIFE

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ABSTRACT

This article summarizes the analysis of the role of women in society, the empowerment of women entrepreneurs, ensuring equal rights of women and men, creating the necessary conditions and opportunities for women, the analysis of existing laws and other regulations of our state to support this issue.

KEYWORDS: *Women's Health, The Strength Of Society, Gender Equality, Women's Entrepreneurship, The Role Of Women In Social And Political Life.*

INTRODUCTION

In a country where women are healthy, children are harmoniously developed, the future will be bright. In this regard, it is worth envying Uzbek women, our dear and respected mothers, sisters. Today, the amount of women who find their place in our country is expanding. The fact that a woman actually finds her place in society is evidence that she lives by finding meaning and joy in life. The results of the large-scale work carried out in our country to protect the rights and interests of women, strengthen their health, create decent conditions for them, today in all respects life itself shows in the face of our healthy and mature children. After all, women's health is the health of the family, the strength of society, the stability of the country.

In accordance with Resolution No. 70 of the United Nations General Assembly adopted at the Sustainable Development Summit in September 2015, as well as in order to organize systematic work on the consistent implementation of the Sustainable Development Goals of the UN global agenda for the period up to 2030, the Cabinet of Ministers of the Republic of Uzbekistan adopted a resolution "On measures to implement national goals and objectives in the field of sustainable development for the period up to 2030". At the same time, Uzbekistan, as part of the implementation of the Fifth Sustainable Development Goal, has developed a number of tasks related to "ensuring gender equality and empowering all women". In accordance with the objectives of the fifth goal (gender equality), it is necessary to put an end to any form of discrimination against all women by 2030, to ensure the full and effective participation of women at all levels of decision-making in political, economic and social life and equal opportunities for leadership. In addition, this goal involves the introduction of the principles of gender equality in the process of adopting state programs at various levels of government.

In recent years, work to ensure gender equality and increase the role of women in social and political life has been carried out in several directions:

- improving legislation on women's rights;
- Improving the institutional framework for the protection of women;
- Raising public awareness of gender equality and women's rights;
- Training of officials responsible for ensuring their compliance in law enforcement practice on the basis of relevant legal norms.

Uzbekistan has adopted a number of legislative acts, including presidential decrees and resolutions on ensuring women's rights, in particular, gender equality and protection of women from violence and oppression, strengthening the status of women's entrepreneurship development. In the context of the introduction of gender equality, positive developments in education should be particularly noted. That is, since 2017, the activities of correspondence departments in various specialties have been resumed in most higher educational institutions. This form of education allows young women to get higher education without interfering with them to take care of children and perform other family duties.

I think it is appropriate to quote the speech of President ShavkatMirziyoyev in June 2019 in the Senate of the OliyMajlis: “I am very concerned about the stereotype that is forming in the minds of our people. Usually we respect a woman first of all as a mother, the keeper of the family hearth. This is certainly true. But today every woman should be not just an observer, but an active and proactive participant in the democratic transformations taking place in the country”

As for legislative measures in this area, in order to further improve the legal framework for ensuring and protecting women's rights in Uzbekistan, the laws “On guarantees of equal rights and opportunities for women and men” and “On the protection of women from” were adopted in September 2019. [1]

With regard to institutional measures for gender equality, a new committee on women and gender equality has been established within the Senate of the OliyMajlis of the Republic of Uzbekistan, which is engaged in harmonizing international standards in national legislation to ensure women's rights and eliminate all forms of discrimination. In addition, in order to further strengthen guarantees and support of labor rights, to provide assistance to victims of domestic violence, such new structures as the Republican Center for Rehabilitation and Adaptation of Victims of Violence and the Center for Suicide Prevention, the Center for Women's Entrepreneurship, the scientific and Practical research center “Family” under the Government have been created. An important aspect is that all these newly created institutional mechanisms together with the Women's Committee of Uzbekistan, in accordance with the UN Convention, will become a single integral mechanism for the protection of women's rights, gender equality and the elimination of discrimination against women.

Guaranteeing women's rights in society and giving them the opportunity to fully realize their potential is an important factor not only for achieving gender equality, but also for achieving broader stages of development. Gender equality also means that in every society men and women have equal opportunities for financial independence, education and personal development.

It should be noted that the adopted normative legal acts and practical measures are an important step of Uzbekistan in the field of gender policy and fully comply with international norms and

standards of legislation and practice, while some of them are based on the recommendations of UN human rights bodies.

The adoption of the law was especially important on the protection of women from harassment and violence. This law was adopted after many years of discussions. The Law is the basis for the protection of women by providing assistance to victims of domestic violence, providing them with shelters, hotlines and mandatory prosecution not only for physical violence, but also for psychological or economic crimes. Such measures, in particular, have long been recommended by UN human rights organizations. At the same time, long-term consistent work in this direction is required. It is important not only the adopted instructions, but also their compliance with international obligations and standards, timely and accurate implementation on the ground. In this sense, work is consistently continuing to ensure the full and effective participation of women at all levels of decision-making in political, economic and social life. Consequently, it is planned to adopt “roadmaps” to ensure the implementation of the laws “on guarantees of equal rights and opportunities for women and men” and “On the protection of women from harassment and violence”. There is also a plan to adopt a National Gender Equality Strategy. UN agencies are ready to continue to provide assistance in matters of gender equality and non-discrimination, including in the planning, development and implementation of special documents, the development of special provisions of new codes – criminal procedure and executive.

It is also important to provide for mandatory gender expertise in the legislation in order to ensure that the accepted documents of one level or another are uniform for women and men.

In turn, along with business incubators, it is necessary to take measures to stimulate women in education and science, as well as to involve them in the field of natural and technical sciences by creating STEM laboratories (science, technology, engineering, mathematics). This, in turn, contributes to the increase of women's employment and their competitiveness in the modern labor market. In particular, taking into account the principles laid down in the agenda for the consistent implementation of the Sustainable Development Goals of the UN global agenda for the period up to 2030, especially the principle of “leaving no one behind”, the issue of special attention to the situation of women exposed to various forms of discrimination is relevant. The focus here is on women in rural areas in remote areas of the country, ethnic minority groups, people with disabilities, women with HIV/AIDS, women in places of deprivation of liberty and restriction of liberty (including prisons, boarding houses, nursing homes and psychiatric hospitals), human rights defenders, stateless persons and refugees. Currently, within the framework of cooperation between UN agencies in Uzbekistan, there is a special group on gender issues, which includes representatives of almost all UN agencies.

In addition, the agenda includes a conference, a video, a legal clinic under the Women's Committee of Uzbekistan, social networks and many other events to raise awareness of women's issues in various formats. In this direction, active work is being carried out with the Development Strategy Center and other non-governmental organizations.

In turn, the UN team in Uzbekistan will continue to provide comprehensive assistance to the country in ensuring gender equality within the framework of the program of cooperation in the field of sustainable development for 2021-2025, which is currently being developed with broad consultations of all national partners and other stakeholders.

Women have their place in society and in the family. They are actively involved in political processes, be it education, medicine or sports. The attention provided by our state requires more activity in this direction. In fact, women have played a role in the long historical path of our people. With the participation of wise, wise women, fair decisions are made, various issues please many. The image of an Oriental woman has always been great. Tumaris, Bibihonyms, Nadirai are born on this earth. The chastity of the women of this land has no equal, maybe that's why the epic is in their languages, even in the languages of their ancestors, for centuries. In our country, the role of an Uzbek woman in the family, which is sacred knowledge for her, her attention to the upbringing of children, as well as her role in society have always been considered important.

We must recognize that the family is the center of education, ensuring the continuity of generations, preserving our sacred traditions and at the same time having a direct impact on what kind of people future generations will grow up to be. It is considered natural that every girl entering adulthood intends to steer a ship called family in the river of her sweet dreams. The main question is whether he is confident enough about how ready he is to manage this small but huge cargo ship. When asked if it shouldn't be a harder job than assessing one's own confidence in being ready for a family, some of our daughters are mistaken if they think: "cooking food, making cookies, washing, ironing, cleaning the house, waiting for a guest, etc., looking at the eyebrows of everyone who is at home, I can say that it would be something special" When a girl is spiritually ready for a family in which there is a mother, it will not be difficult for her to successfully perform tasks such as guardianship.

A woman! There is no need to talk about how an Uzbek woman copes with her difficulties. The embodiment of such great personalities as Kumushbib, Rano, Barchinoy, who have experienced suffering, has not yet lost its reflection in the eyes of all. a woman is a woman of the East, an Uzbek woman who shakes the world, excites hearts, delights the world and radiates the light of love like river waters. Uzbek woman, Uzbek mother, loving mother, faithful wife, managing society, rocking the cradle with one hand, rocking the world with one hand. A respected person who gives generosity, kindness, beauty to the whole world, which illuminates our life, is also an Uzbek woman. In our country, women have been treated with respect since ancient times. Thanks to the independence of our country, this respect has increased even more. The role of women in public life has been strengthened. [2]

Today, almost no problem of society, even the task of building a great country of the future, can be solved without the participation of women. We rely, first of all, on the younger generation in building a great country of the future. The growing up of a child begins with the correct construction of family education. It depends on our women what kind of people our sons and daughters will grow up to be.

Those breeds that unite both the family and our society, bring prosperity to it, delight our household with the light of love, tenderness, kindness, are in fact our noble mothers, brothers and sisters. Wise, beautiful women with their care, kindness, purity of soul maintain balance in the family, and even more so in the whole society, an atmosphere of purity, honesty, sincerity and justice. Reverence for the mother is a virtue elevated to the highest value for our nation, our people. The more we honor women, honor them as the lamp of our life, the flower of our life, the more we honor our family, our Homeland Indeed, our state pays great attention to women. All conditions are being created for their active participation in various spheres of life of our society.

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INTERCONNECTED TRAINING IN LABORATORY AND PRACTICAL CLASSES IN SOLID STATE PHYSICS

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ABSTRACT

This article deals with issues related to solid state physics. Methods for solving problems, analysis of the difference between the results of experiments and laboratory problems solved using algebraic calculations. For example, the question "specific heat capacity of solids "and" coefficient of thermal conductivity of solids" is considered.

KEYWORDS: *Methods Of Teaching Physics, Methods Of Solving Problems, Solid Body, Specific Heat Capacity Of Solids, Coefficient Of Thermal Conductivity Of Solids, Temperature, Calorimeter, Solid Plate, Copper Plate, Wood Chip, Collection Of Questions And Problems In Solid Body Physics And Textbook.*

INTRODUCTION

To this day, science and technology have reached enormous heights. It is no secret that we live in a developed period. Therefore, scientists and teachers face great challenges, one of which is the creation of new teaching methods in educational institutions through new modern and pedagogical technologies.

It is known that in the teaching of physics there are theoretical and practical methods. The importance of solving issues from physics within practical techniques is significant. In the process of solving the issue, along with providing knowledge to the students, such important issues as the development of students' abilities, the teaching of students are resolved. [1]

The issue are divided into quality, experimental, graphic and creative issues according to the methods of solution. Such a division is also conditional, since both verbal reasoning and graphic and computational work are used in solving experimental issues.

Consequently, the issues will be different in terms of content and complexity. The solutions of these issues are aimed at a specific purpose and have clear methods of solution. Depending on the type of issues, there is literature on the solution alosida. In this case, we will briefly dwell on these issues.

About the physical experiment in solving experimental problems, it is possible to give students some understanding that the experiment is a method of introducing natural phenomena, on the basis of which the functional connection between measurements and physical dimensions lies in mathematical research. [2]

MAIN PART

Experimental problems. One of the ways to connect theory with practice is to solve experimental issues. A characteristic feature of experimental issues, when solving them, either a lab or a demonstration experiment is used. When an experiment is used to solve a problem, such issues are called experimental issues. In the process of solving experimental issues, the activity and independence of students increases. Because they get the necessary information for the solution of the issue from the textbook, from the set of issues not from the ready-made shawl, but from the physical measurements that they perform themselves.

The necessary equipment, materials are given and the information that needs to be found is sufficient to be requested. As we said above, students learn from a number of opinions and arguments. What kind of physical exuberance lies in the experiment, what kind of physical law is expressed. And they come up with the expression *ohirgi* for the physical dimension, which the sign should be found in the experimental matter. They throw out the last expression and get it by directly measuring the required sizes to solve the issue. [3]

In educational practice, in general, a small problem that is solved with the help of an experiment based on logical conclusions, mathematical actions and laws and techniques in physics is usually considered a physical issue. In fact, every puzzle that arises in connection with the study of teaching material in physics, is reflected in the form of a matter in the minds of students. Active thinking in pursuit of a specific goal is an “expression of solution to the issue”. In the methodological and educational literature, however, exercises that are chosen for a particular purpose and are aimed at studying physical phenomena, the formation of concepts, the development of physical thinking of students and the ability to apply the knowledge acquired to them are referred to as matter. There are many other purposes for solving issues, such as educating students, taking into account and controlling their knowledge, determining the suitability and the formation of their skills, etc.

Students are introduced to the essence of physical phenomena in various ways: they are given as a story, experiments are demonstrated, laboratory work is performed, extractions are conducted, etc. Here, the activity of students, that is, they arise depending on the depth and consistency of their knowledge — the problematic situation. In a number of cases, in the process of giving such a problematic situation in the form of an issue and its solution, the reader “re-opens” the physical law for himself, but does not get it ready. The matter in this case will be a means of studying the physical phenomenon. For this purpose, quality issues can be used in computational issues, experimental issues and other different issues.

Relying on the knowledge that exists in the students, it is possible to analyze the physical phenomena that have been studied in the process of solving issues, to formulate concepts about physical phenomena and Magnitude.

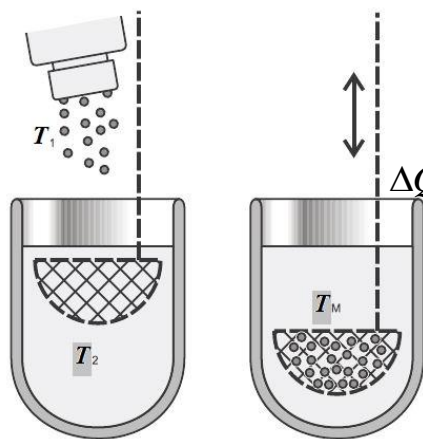
In solving experimental issues, it is possible to give the students some insight about the physical experiment as a method of introducing the phenomena of the experimental nature, on the basis of which the functional connection between measurements and physical size is made by mathematical research. [4]

The methodology for solving the issue depends on many circumstances; its content, the preparation of the students, the purpose set by the teacher. Despite this, there are a number of general rules that students for most issues should take into consideration when resolving an issue

with. We see these general issues of the method of solving a physical problem in the following examples. The data of this issue are taken from physical experience and life.

The mass of copper pitra was heated to a temperature of $m_1 = 300$ g, $T_1 = 11,3^\circ\text{C}$. $T_2 = 100^\circ\text{C}$ water with mass $m_2 = 200$ g was poured on it. Determine the specific heat capacity c_1 of the pitra when the total temperature of the water with pitra reaches $T_{um} = 21,5^\circ\text{C}$ and the mass of the calorimeter $m_K = 112$ g due to heat exchange after mixing well $c_{\text{suV}} = 4,19$ kJ/(K·kg). $c_K = 0,46$ kJ/(K·kg).

Case 1. We know that a mass of m_1 is heated to a temperature of pitra, T_1 . Water of mass m_2 and temperature T_2 was poured on it. After good mixing, the total heat temperature of pitra and water in exchange for heat exchange is T_{um} , and the specific heat capacity of copper pitra is calculated by the following sequence, if the mass of the calorimeter is m_K .



Solution. It is better to solve the problem in connection with the performance of laboratory work to determine the specific heat capacity of solids. The problem requires the construction and solution of the heat balance equation.

$$\Delta Q_1 = c_1 m_1 (T_1 - T_M) \quad (1.1)$$

(here m_1 is the mass of pitra, c_1 is the specific heat capacity of pitra) equal to the amount of heat absorbed by water ΔQ_2

$$\Delta Q_2 = c_2 m_2 (T_M - T_2) \quad (1.2)$$

here m_2 is the mass of water.

Here, the coefficient of specific heat of water c_2 is assumed to be exact, and the temperature is assumed to be equal to the temperature of steam. The value of the unknown c_1 is calculated from the values of T_M , T_2 , m_1 and m_2 measured by the following formula:

$$c_1 = c_2 \frac{m_2 (T_M - T_2)}{m_1 (T_2 - T_1)} \quad (1.3)$$

The vessel of the calorimeter also absorbs some of the heat released from the pitra. So the amount of heat absorbed by the calorimeter is

$$Q_K = c_K m_K (T_M - T_2) \quad (1.4)$$

Thus, the water equivalent of the calorimeter vessel is taken into account in the t_K calculations. The amount of heat absorbed by formula (1.3) is much more accurate

$$\Delta Q_2 = (c_2 m_2 + c_K m_K) \cdot (T_M - T_2) \quad (1.5)$$

and taking it into account, formula (IV) looks like this:

$$c_1 = \frac{(c_2 m_2 + c_K m_K) (T_M - T_2)}{m_1 (T_1 - T_M)} \quad (1.6)$$

Using this formula, we calculate the specific heat capacity of the calorimeter.

$$c_1 = \frac{(c_2 m_2 + c_K m_K)(T_M - T_2)}{m_1(T_1 - T_M)} =$$

$$= \frac{(4190 \frac{J}{K \cdot kg} \cdot 0,2 kg + 460 \frac{J}{K \cdot kg} \cdot 0,112 kg)(21,5 - 100)K}{0,3 kg (11,3 - 21,5)K} = 0,385 \frac{kJ}{K \cdot kg}.$$

This means that the specific heat capacity of copper pitra is 0.385 kJ/K. This value corresponds to the values in the literature.

Case 2. We will solve this problem experimentally.

Necessary tools and items

Dyuar vessel, Dyuar vessel sheath, copper pitra, 300 g, training laboratory scales 610 Tare, 610 g, thermometer from -10 °C to +110 °C, NiCr-Ni temperature sensor, digital thermometer, steam generator, 550W/220V, Heater, beaker, 400 ml, V-shaped tripod base, 20 cm, tripod column 47 cm, multi handles Leybold, Universal holder, diameter 0.80 mm, Silicone tubes, inner diam. 741. 5 mm, 1 m and a pair of heat-resistant gloves.

To perform the experiment, we use the device in Figure 2 to determine the specific heat capacity of the copper pitra by taking the experimental results.



Picture 1. *Determination of specific heat capacity of solids experimental device for. 2-*

- We will install the heater on a tripod.

- Fill the steam generator with water and carefully close the appliance and connect it to the hose connection at the top of the heater (steam inlet) using a silicone tube.

- Connect the silicone tube to the hose connection (steam outlet) on the bottom of the heater and insert the other end of the tube into the beaker. We need to make sure that all the joints are securely fastened with silicone tubing.

- We fill the sample chamber of the heater with copper pita and, if possible, close it tightly with a stopper.

- We connect the steam generator to the mains, and then heat the pits in the heater for 20-25 minutes by passing steam through them.

During this time:

- Determine the mass of an empty Dyuar vessel, then pour about 200 g of water into it.

- Put the Dyuar dish in a holster and put a thermometer or a temperature sensor accordingly.

- We can measure the water temperature T_2 .

We open the copper of the Dyuar vessel and set it aside; we put the sample net in the Dyuar container. Place the pits at 100 °C in a sample tray, close the lid and mix the pits thoroughly with water. When the water temperature does not rise, we measure the temperature of the mixture.

In addition, the reason for determining the mass of the pits is given in the problem. In experiments, we measure the mass of a copper pitra with a scale.

We repeat the experiment with copper pits.

Experimental example

Mass of water: $m_1 = 200$ g

Pitra of temperature: $T_2 = 100$ °C

Copper pitra va mass: $m_1 = 300$ g

Accounts:

Water equivalent of a calorimeter: $m_K = 112$ g

Specific heat capacity of water: $c_2 = 4,19$ kJ/(K·kg)

$c_T = 0,367$ kJ/(K·kg),

the result that calculated the problem

$c_1 = 0,385$ kJ/(K·kg)

was achieved.

Experimental values of specific heat of copper and corresponding results from the literature.

Depending on the type of material, the specific heat capacity of solids has been studied, and their value indicates that water is much smaller than the specific heat capacity.

If the amount of heat passing through the plate in 5 s is 106 J, the temperature difference between the outside and inside of the plate is 54 K, the plate surface is 225 cm² and the plate thickness is 10 mm, find the coefficient of thermal conductivity of the plate.

Case 1. We know that the amount of heat passing through the plate ΔQ over a period of time Δt is directly proportional to the temperature difference between the outside and inside of the plate ΔT and the surface of the plate S , to the thickness of the plate d and using the inverse propositional, we write the following formula.

$$\frac{\Delta Q}{\Delta t} = \lambda \cdot \frac{S}{d} \cdot \Delta T. \quad (2.1)$$

From this formula we can write the following expression for the thermal conductivity of the λ - plate:

$$\lambda = \frac{\Delta Q}{\Delta t} \cdot \frac{d}{S} \cdot \frac{1}{\Delta T}. \quad (2.2)$$

We use formula (2.2) to solve the problem.

Given	SI	Formula	Solution
$\Delta t = 5 \text{ s}$ $\Delta Q = 106 \text{ J}$ $\Delta T = 54 \text{ K}$ $S = 225 \cdot \text{cm}^2$ $d = 10 \text{ mm}$	$225 \cdot 10^{-4} \text{ m}^2$ $1 \cdot 10^{-2} \text{ m}$	$\frac{\Delta Q}{\Delta t} = \lambda \cdot \frac{S}{d} \cdot \Delta T.$ $\lambda = \frac{\Delta Q}{\Delta t} \cdot \frac{d}{S} \cdot \frac{1}{\Delta T}.$	$\lambda = \frac{\Delta Q}{\Delta t} \cdot \frac{d}{S} \cdot \frac{1}{\Delta T} =$ $= \frac{106 \text{ J}}{5 \text{ s}} \cdot \frac{1 \cdot 10^{-2} \text{ m}}{225 \cdot 10^{-4} \text{ m}^2} \cdot \frac{1}{54 \text{ K}} =$ $= 0,17 = \frac{W}{m \cdot K}.$
$\lambda - ?$			<p>Javob: $\lambda = 0,17 = \frac{W}{m \cdot K}$</p> <p>Answer: $\lambda = 0,17 = \frac{W}{m \cdot K}$</p>

In the heat equilibrium, that is, in a steady state where the temperature at each point is constant for a long time, the transmitted energy P corresponds exactly to the heat flux.

Case 2. When we solve this problem experimentally, it turns out to be smaller than its real value. In this case, we take into account that the transmitted energy P corresponds exactly to the heat flux.



Figure 2. A device for determining the thermal conductivity of a sample of a building material using the single plate method

The device we will need to solve the problem experimentally:

In this experiment, the temperature of the lower part of the building material inside the chamber and the temperature of the outer part of the chamber (in this case ice) are measured. When the electric hob is connected, the system does not suddenly achieve heat balance. In the case of temperature equilibrium, record the temperature change after a sufficiently long time (approximately 1 hour) to maintain the temperature difference. The change in internal temperature over time is proportional to the temperature and plus some constant:

$$\frac{\Delta T}{\Delta t} = \alpha \cdot T + b$$

This equation of this equation as a time function $T(t)$ has the following form:

$$T(t) = T_{IM} - T_{Farq} \cdot e^{\frac{t}{\tau}},$$

where T_{HE} is the internal temperature in the state of heat equilibrium, $T_{Diff} = T_{HE} - T_{Diff}$ is the temperature difference, τ - is the time constant.

In thermal equilibrium, the temperature of the heated part of the building material sample can be expressed by the following function:

$$f(x) = A - B \cdot \exp(-x/C),$$

and it reflects the measured temperature values in the experiment.

The parameter A obtained for the match corresponds exactly to the given temperature. The ice outside the chamber keeps the temperature of the wood shavings low and, most importantly

constant. However, there may be small fluctuations in the temperature value, so the value of the outside temperature is averaged and used to calculate the temperature difference from this mean.

$$\Delta T = T_{HT} - T_{cold}.$$

and can be found in terms of thermal conductivity.

Experimental device

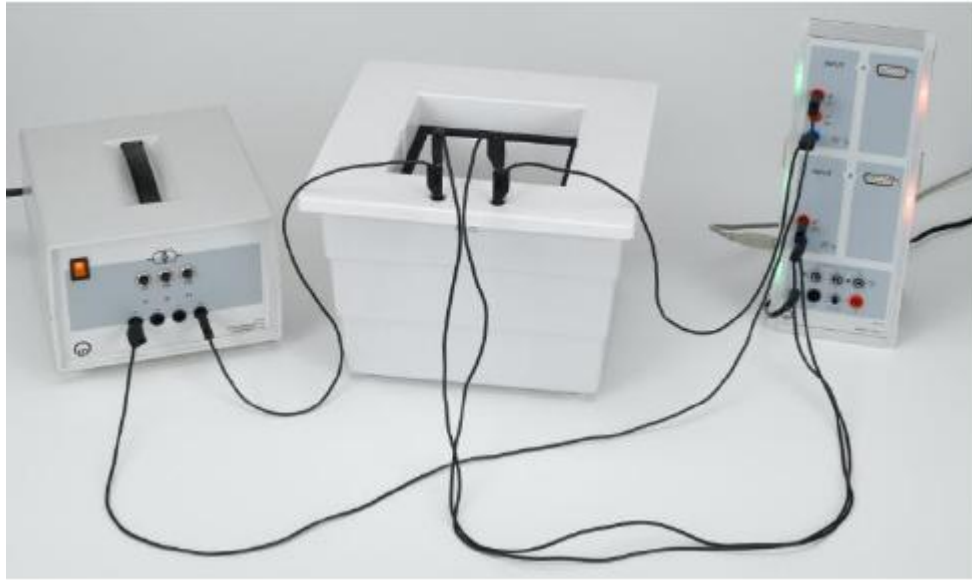


Figure 4. Determining the power of electric hob

Necessary tools and items

Calorimetric camera, Building Materials for Calorimetric camera, Transformer 2 12 V; 120 W, Sensor-CASSY 2, CASSY Lab 2, NiCr-Ni Adapter S, Type K, NiCr-Ni - temperature sensor, 1.5 mm, Type K, Connecting wires 19 A, 50 cm, black, pair, Connecting wires 32 A, 100 cm, black, ice, thin plastic film and PCs Windows XP / Vista / 7/8.

Figure 4 shows the experimental device. It is usually necessary to determine the power P of the hob before starting the experiment. To do this, connect the calorimetric chamber for a short time without a plate of building material.

- Place the hob in the calorimeter chamber. But don't connect the transformer yet!
- Connect the transformer and the calorimeter chamber to the CASSY sensor (Sensor-CASSY) to measure the voltage and current as shown in Figure 4.
- b) Measure the temperature

Figure 1 shows the experimental device.

- ✓ The hob is placed in a calorimetric chamber.
- ✓ Wood chips are prepared for placement in a calorimetric chamber.
- ✓ Aluminum contact discs are installed inside the circular grooves for mounting on the wood chipboard, using heat-conducting paste. When installing, make sure that the mark made on the contact disc matches the line in the slot.

- ✓ Use only heat-conducting paste when installing contact discs.
- ✓ Carefully, without bending, fasten the two aluminum plates together by placing a thin aluminum plate (0.3 mm thick) on the black side of the building material sample with the heat-conducting paste on the outside.
- ✓ Do the same for the other side of the building material sample.
- ✓ Carefully slide the tip of the temperature sensor through the hole in the rubber stopper (diameter 1.5 mm) without bending. Don't install it on a calorimeter camera yet!
- ✓ Install the finished building material sample in an open chamber and place the temperature sensors on the base and on the sample. If you need to lift a sample of building material, use a hook.
- ✓ Using the adapter NiCr-Ni S, connect the temperature sensor to the SASSU as shown in Figure 3.
- ✓ Connect the transformer to the hob. Don't start the transformer yet!
- ✓ Cover the calorimeter chamber with a thin, waterproof plastic film (such as a plastic wrap). Place the bag of ice cubes on top of the aluminum plate. Make sure that water does not enter the camera or come in contact with the cables.

Notes: The box should not be too small. The ice should be in as close contact with the aluminum plate as possible. The smaller the ice cubes, the better the ice will contact the building material. A heavy object that can be placed in a box without damaging it is also useful.

Procedure for conducting the experiment

a) Power measurement

- Upload laboratory settings to CASSY (CASSY Lab 2).
- Connect the calorimetric chamber to the transformer according to the selected pattern.
- Start the transformer, monitor and record the voltage UB1 and current IA1 on the screen.
- Record the power P.
- Switch off the transformer.

Note: During the measurement, the transformer must be connected for as short a time as possible. After that, wait until the hot plate cools to room temperature.

Technical safety

- a) Do not allow the calorimeter chamber, wall materials or building material samples to heat above 60 ° C.
- b) Measure the temperature
 - Upload laboratory settings to CASSY (CASSY Lab 2).

Note: If necessary, check the temperature sensors before installing them on the measuring chamber. To do this, place them in an object with the same temperature, for example, in stagnant water or in a CASSY Lab 2 to determine if they show the same temperature.

- Monitor changes in both temperature sensors.
- Wait until the lowest temperature does not change.

Note: Depending on the ice temperature, this may be appropriate if the temperature is much lower than 0 °C. This temperature should be kept as constant as possible during the measurement, it is recommended that the temperature be between -2 °C and + 4 °C.

- Start the transformer. Don't start measuring yet.
- Observe changes in both temperatures and wait until higher temperatures begin to rise.
- Start with.
- As the internal temperature begins to rise, the external temperature under the ice remains constant. If the outside temperature exceeds 0.5 ° C, improve contact with ice. If necessary, repeat such corrections during the measurement.
- If the internal temperature reaches 60 ° C, turn off the transformer and repeat the experiment at a lower voltage or power.
- If the internal temperature is too slow or does not change (or changes by about 0.15 ° C per minute), the measurement may be stopped.
- Unplug the transformer.

Note: When disassembling, first remove the temperature sensors and then remove a sample of the building material using the hook handle.

Experimental example

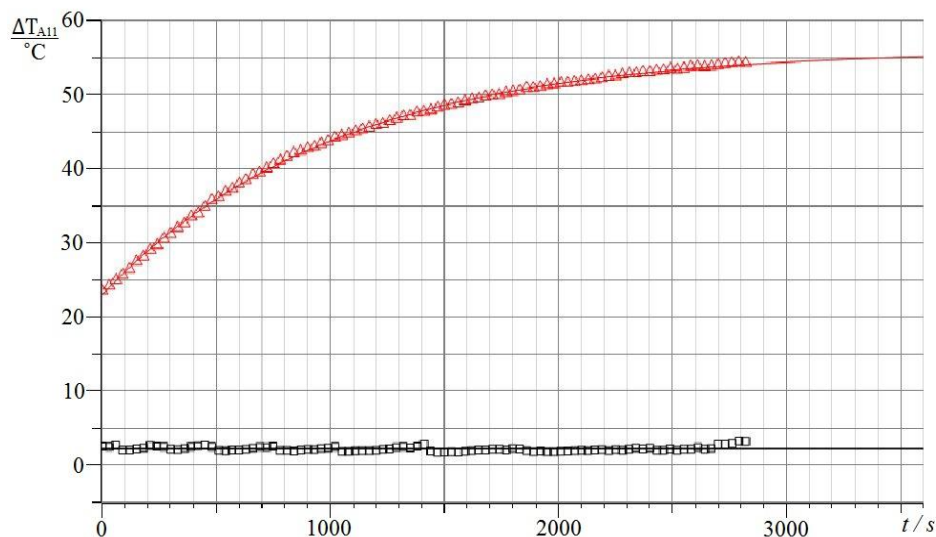


Figure 5. shows the temperature change over a long period of time for a wood chips sample.

The temperature was determined by adjusting T_{A11} from the T_{IM} internal temperature (sample base temperature) curve. A continuous line is a function derived from an exact alignment. The mean value of the low outside temperature (the icy top of the sample) gives T_{A12} temperature.

It serves to calculate the temperature difference.

$$\Delta T = T_{IM} - T_{sovuq}$$

The final results of the experiments. The value of λ_T is obtained from the product manufacturer.

$$\lambda_T = 0,07 \div 0,17 \text{ W/(m}\cdot\text{K)}.$$

The lower the thermal conductivity, the higher the internal temperature. It should be noted that to achieve such a temperature, wood chips require much higher strength than other materials (Polystyrene, Fermacell (gypsum) and Roxasell (insulation material)).

When we solve this problem experimentally, it turns out to be smaller than its real value. In this case, we take into account that the transmitted energy P corresponds exactly to the heat flux.

The calculated thermal conductivity is always higher than the actual thermal conductivity. This can be explained by heat loss. In the calculations, the electric power P is taken to be exactly equal to the heat flux.

To calculate the thermal conductivity λ

$$P = \lambda \cdot \frac{S}{d} \cdot \Delta T \text{ ga egamiz.}$$

However, during the measurement, only the heat flux $\frac{\Delta Q}{\Delta t}$ passes through the sample, and therefore for real thermal conductivity

$$\frac{\Delta Q}{\Delta t} = \dot{Q} = \lambda_{real} \cdot \frac{S}{d} \cdot \Delta T.$$

will have

From this we obtain the following

$$\lambda = \lambda_{real} \cdot \frac{P}{\dot{Q}}$$

The heat flux \dot{Q} passing through the plate is less than the electric current P , so the $\frac{P}{\dot{Q}}$ ratio is greater than 1. Therefore, the measured thermal conductivity is greater than the actual thermal conductivity.

Therefore, given that the transmitted electrical energy P does not correspond to the exact heat flux, the measured thermal conductivity λ is greater than the real thermal conductivity λ_{real} .

The use of such issues in the classroom and in extracurricular activities contributes greatly not only to the formation of students' knowledge of physics but also their skills and competencies.

RESULTS AND DISCUSSION

It is known that there are theoretical and practical methods of teaching physics. Among the practical methods, the importance of solving problems in physics is significant. The problem-

solving process provides an analysis of ways to address important issues such as student development as well as student development, as well as educating students.

The main purpose of the interconnected laboratory and practical training in solid state physics, first of all, the theoretical calculation of students and pupils in solving problems in solid state physics, and the results of laboratory work were analyzed. . Students will gain the skills, abilities, and experience not only to solve problems, but also to solve them in the laboratory and apply them in real life. It also expands students' knowledge, thinking skills, and outlook. He then uses the knowledge, skills and abilities he has acquired in his future endeavors. [5]

Solving problems related to solid state physics was considered. When analyzing the difference between the methods of problem solving, experimental problems solved by algebraic calculations and the results obtained in the laboratory, the problems of "Specific heat capacity of solids" and "Coefficient of thermal conductivity of solids" were solved theoretically and experimentally. The difference in calculations was studied. [6]

CONCLUSION

In the process of solving problems related to the physics of solids, students' logical thinking expands, their creative abilities develop. They have a broader understanding of the nature of physical phenomena, a deeper understanding of the application of the laws of physics in practice. They will become familiar with the function, structure, and working principles of many physical measuring instruments, and will have the skills and abilities to work with them. The issues also teach students hard work, courage, and broaden their horizons.

According to an analysis of many methodological literatures, a problem that can be solved by logical reasoning, mathematical operations, and the laws of physics and by methods is usually called a physical problem. To solve a physical problem is to solve a problem.

Problems in solid state physics are classified on various grounds. For example, depending on the level of complexity of the problem, simpler problems, more difficult problems, less familiar situations than described in the context of the problem, the textbook and the topics covered in the lesson, are problems that students can use to gain new knowledge. [7]

Depending on the nature of the problem, it can be about the mechanical, electrical, magnetic, or optical properties of solids, and so on. We know that such a division is conditional, because we often use data from several branches of physics in the context of a single problem. Experimental and laboratory methods were also used to solve the problems.

The methods described in this article were developed by the authors of the Tashkent State Pedagogical University named after Nizami "Methods of teaching physics and astronomy" for 1st and 2nd year students in "General Physics" and 4th year students in "Methods of solving problems in physics." and in the academic lyceum of the university in the process of teaching "Physics" and achieved positive results.

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THE IMPORTANCE OF STUDYING $\varphi(x) = \cos(ax^2)$ FUNCTIONS IN STRENGTHENING STUDENTS' KNOWLEDGE OF TRIGONOMETRIC FUNCTIONS

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ABSTRACT

This paper discusses the problem of determining and plotting the properties of functions of type with trigonometric functions. Trigonometric functions are included in the functions that represent many practical processes. In particular, when, the function is in views, and this function has different views and properties at different values of parameters. A number of scientific and methodological conclusions can be drawn from the study of cases occurring at different values of these parameters. Below are cases for the parameters of this function, the main properties of such functions are described in detail, and the graphs of the function are drawn in the modern graphic program GeoGebra.

KEYWORDS: *Function, Trigonometric Function, Quadratic Function, Function Properties, Function Graph.*

INTRODUCTION

The concepts of mathematical model and function are common in life, the problem of creating a mathematical model directly for the study of practical problems in economics, engineering, econometrics, physics and other fields is primary. The concept of function is one of the basic concepts of mathematics, its properties and the problem of drawing graphs have been studied extensively. From the textbooks of general secondary schools to the literature on higher mathematics, it can be seen that the concept of function and the study of its properties have been considered. However, although the literature defines the concept of a complex function, the problem of defining and plotting the properties of complex functions, the argument of which is a square function, is not mentioned. $y = f(ax^2 + bx + c)$ It is important to determine the properties of the functions in the form of f trigonometric function and to draw a graph. Because the functions that represent many practical processes include trigonometric functions. In particular, when $f(x) = \cos x$ is a function, it has $y = \cos(ax^2 + bx + c)$ views, and this function has different views and properties at different values of a, b, c parameters. A number of scientific and methodological conclusions can be drawn from the study of cases occurring at different values of these parameters. We will limit ourselves to the study of $a \neq 0, b = 0, c = 0$ cases below, taking into account the size of the article. Graphs of this type of function can be drawn using modern graphics programs GeoGebra and Maple. [1-10]

Let us be given function $\varphi(x) = \cos(ax^2)$ ($a \neq 0$). According to these $\cos(\alpha) = \cos(-\alpha)$ properties, when $a > 0$ and $a < 0$, the solutions overlap. Therefore, we consider this function in general for $a \neq 0$ cases.

- The domain of the function $\varphi(x) = \cos(ax^2)$ and the domain of the values are $D(x) = (-\infty; \infty)$, $E(y) = (-1; 1)$, respectively;
- $\varphi(x) = \cos(ax^2)$ functions continuous.
- Determining the even, odd and periodicity of a function:
 - a) It follows that $\varphi(-x) = \cos a(-x)^2 = \cos ax^2 = \varphi(x)$ is a double function;
 - b) is not a periodic function, i.e., there are no $T \neq 0$ numbers satisfying $\varphi(x) = \varphi(x+T)$ equations. For real,

$$\varphi(x) = \cos(a(x+T)^2) = \cos(ax^2 + 2axT + aT^2)$$

$\varphi(x) = \varphi(x+T)$ must be $aT^2 + 2axT = 2\pi k, k \in \mathbb{Z}$ for equality to be fulfilled. Now let's solve the $aT^2 + 2axT = 2\pi k, k \in \mathbb{Z}$ square equation

$$aT^2 + 2axT - 2\pi k = 0, k \in \mathbb{Z} \quad T_{1,2} = \frac{-2ax \pm \sqrt{4a^2x^2 + 8a\pi k}}{2a}$$

solutions. These solutions cannot be a function period because they depend on an unknown x .

- Find the points of intersection of the graph of the function $\varphi(x) = \cos ax^2$ with the coordinate axes:

With Oy axes: $\varphi = 1$ at $x = 0$;

With Ox axes: when $\varphi = 0$:

$$\varphi(x) = \cos ax^2 = 0, \quad ax^2 = \frac{\pi}{2} + \pi k, \quad x = \pm \sqrt{\frac{\pi + 2\pi k}{2|a|}} \quad k \in \mathbb{Z}^+ \cup \{0\}$$

Thus, the graph of the function intersects the coordinate axes at points $O(0,1)$,

$$M\left(\sqrt{\frac{\pi + 2\pi k}{2|a|}}, 0\right) N\left(-\sqrt{\frac{\pi + 2\pi k}{2|a|}}, 0\right) \quad k \in \mathbb{Z}^+ \cup \{0\}.$$

- Determine the intervals at which the sign of the function is stored, divide the area of detection into intervals by which the function is equal to zero. In each of these intervals we check the sign of the function:

It is known that the values of $y = \cos x$ functions are positive in the range

$x \in \left(-\frac{\pi}{2} + 2\pi k, \frac{\pi}{2} + 2\pi k\right)$, and the graph is located on the axis Ox ; In the interval

$x \in (\frac{\pi}{2} + 2\pi k, \frac{3\pi}{2} + 2\pi k)$, the values of the function are located under the axis of the negative graph. Using these properties, we get:

$$1. -\frac{\pi}{2} + 2\pi k < ax^2 < \frac{\pi}{2} + 2\pi k, \quad -\frac{\pi}{2a} + \frac{2\pi k}{a} < x^2 < \frac{\pi}{2a} + \frac{2\pi k}{a}, k \in \mathbb{Z}$$

$$x \in \left(-\sqrt{\frac{\pi + 4\pi k}{2a}}, -\sqrt{\frac{-\pi + 4\pi k}{2a}} \right) \cup \left(\sqrt{\frac{-\pi + 4\pi k}{2a}}, \sqrt{\frac{\pi + 4\pi k}{2a}} \right) \cup \left(-\sqrt{\frac{\pi}{2a}}, \sqrt{\frac{\pi}{2a}} \right) k \in \mathbb{Z}^+$$

The values of the function in the interval are positive, located on the axis of the graph.

$$\bullet \quad \frac{\pi}{2} + 2\pi k < ax^2 < \frac{3\pi}{2} + 2\pi k, \quad \frac{\pi}{2a} + \frac{2\pi k}{a} < x^2 < \frac{3\pi}{2a} + \frac{2\pi k}{a}, k \in \mathbb{Z}$$

$$x \in \left(-\sqrt{\frac{3\pi + 4\pi k}{2a}}, -\sqrt{\frac{\pi + 4\pi k}{2a}} \right) \cup \left(\sqrt{\frac{\pi + 4\pi k}{2a}}, \sqrt{\frac{3\pi + 4\pi k}{2a}} \right) k \in \mathbb{Z}^+ \cup \{0\}$$

The value of the function in the interval is negative, located below the axis of the graph.

- $\varphi(x) = \cos(ax^2)$ The graph of a function has no asymptotes.
- Find the monotonic intervals of a function and check for extremum

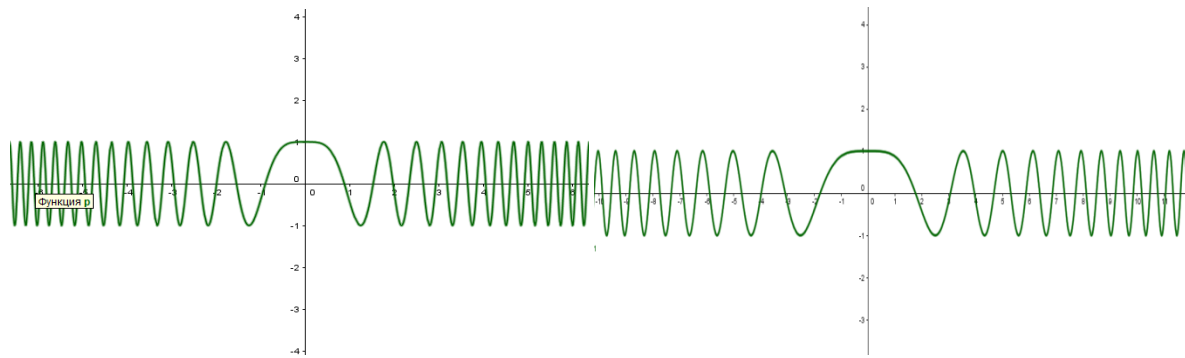
We get the product of $\varphi(x) = \cos(ax^2)$ functions:

$$y' = (\cos ax^2)' = -a \cdot 2x \cdot \sin ax^2 = 0$$

$$x_1 = 0, \quad ax^2 = \pi k \Rightarrow x_{2,3} = \pm \sqrt{\frac{\pi k}{|a|}}, \quad k \in \mathbb{Z}^+ \cup \{0\}$$

where x_1, x_2, x_3 points are the critical points of the $\varphi(x)$ function. the point is derived from the value of the points.

- The axis of symmetry of the graph of the function $\varphi(x) = \cos(ax^2)$ is $x=0$ lines, because it is a pair of functions
- Draw a graph of a function:



• Figure 1 ($\varphi(x) = \cos(2x^2)$) Figure 2 ($\varphi(x) = \cos\left(\frac{x^2}{2}\right)$)

CONCLUSION

The properties of these $\varphi(x) = \cos(ax^2)$ types of functions are similar to those of $f(x) = \cos x$ functions, that is, they have the same domain of definition, the same domain of values, and both are even functions. The graphs are symmetrical about the axis of the MOON, but the main difference is that $\varphi(x) = \cos(ax^2)$ functions are not periodic. [11-17]

The study of such functions is of interest to students and can be given as a subject of independent study. Because the sequence of rules for determining the properties of graphs and graphing is familiar to them, through such topics it is possible to form their creative approach, the ability to apply the rules in different situations. You will also be able to draw graphs using modern computer programs.

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DEVELOPMENT OF THE OPTIMAL COMPOSITION OF THE ALLOYING MIXTURE FOR SURFACE BORATION OF CAST PARTS

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ABSTRACT

This work is devoted to obtaining the optimal composition of an alloying mixture based on boron carbide, titanium, and marshalite, intended for surface alloying of steel castings. The developed mixture makes it possible to obtain a borated wear-resistant coating with a thickness of up to 3 mm.

KEYWORDS: *Wear Resistance, Abrasive Particle, Alloying Mixture, Optimization, Boron Carbide, Titanium Powder, Surface Boration, Conjugate Surface, Excavator Chassis, Expanded Polystyrene Gasified Model, Sand-Clay Form.*

INTRODUCTION

Many years of operational experience show that the details of road construction machines and agricultural machinery are characterized by low durability [1-4].

The low service life of such parts as the support roller, the caterpillar link, and the drive wheel, which are the most massive and expensive (at least 10% of the cost of the excavator), leads to a sharp increase in the specific costs of time and material resources to restore the operability of caterpillar engines.

Therefore, it is necessary to increase the durability of these parts by creating wear-resistant coatings on their surface.

Boration was chosen as a wear-resistant coating on the working surface of the support roller and the drive wheel of the excavator crawler since it is known that borides FeB, Fe₂B are characterized by high resistance to abrasive wear [4,6,7]. This is consistent with the experimental

and analytical wear model developed by us [8], according to which the borides FeB, Fe₂B are characterized by high energy intensity of destruction. These phases can absorb a sufficiently large amount of energy transmitted by abrasive particles without being destroyed, which increases the wear resistance of rubbing surfaces operating in a free abrasive environment

Surface boration was carried out directly in the mold, during the formation of the casting. Powdered boron carbide B₄C (binary compound of boron with carbon) was selected as the saturating medium since, the concentration of boron in which is the maximum [9]. A binder (hydrolyzed ethyl silicate) was added to boron carbide powder B₄C

The viscosity of the mixture was brought to the suspension state of 15-25 cSt. The viscosity of the mixture was determined by the VZ-4 viscometer at the expiration.

The finished mixture (suspension) was applied on the surface of a pre-made foam model of the roller, as well as on the working surface of the sand-clay shape of the driving wheel.

The support rollers are cast according to expanded polystyrene gasified models (PGM) [9] and are cast from steel 35GL (GOST 977-88). The driving wheel was also cast from steel 20GL (GOST 977-88) in a sandy-clay form.

The foam models of the rollers were covered with a mixture based on boron carbide (B₄C) with a thickness of 1.0; 1.5; 2.0; 2.5 and 3.0 mm. After applying the mixture, the foam models were dried in a stream of warm air with a temperature of 35-40 °C, for 30-40 minutes. Then they were covered with non-stick paint and dried again. After drying, the foam models were assembled on the collector, which, together with the riser, were installed in the flask and filled with dry quartz sand mark 1K3O2016, which was compacted on a pneumatic vibrating table.

A mixture of similar composition and thickness was also applied to the working surfaces of the sand-clay shape of the driving wheel. After applying the mixture, the molds were dried and subsequently assembled.

The finished mold was filled with molten steel with a temperature of 1570-1600 °C. After cooling, the castings were knocked out, stumped, cleaned, and removed from the gate system.

It should be noted that surface alloying directly in the casting process has some technological advantages, such as:

- no additional energy supply is required to heat the parts to create wear-resistant boronated (borotitanated) coatings on the working surfaces. Wear-resistant coatings are formed due to the heat released during the crystallization of castings:

- a coating of sufficient thickness (2.2-2.5 mm)

and the required quality is formed;

- the use of casting on expanded polystyrene gasified models allows you to obtain castings with an accuracy equal to the casting on the smelted models, at a cost level comparable to casting in sand-clay molds.

Studies have shown that the coating formed on the vertical walls of the mold was characterized by high heterogeneity in thickness. If on the horizontal surfaces of the samples the size of the cross-section of the coating was in the range from 1.5 to 1.9 mm, (Fig. 1) then on the vertical wall of the roller it ranged from 0.1 to 3 mm (Fig. 2).

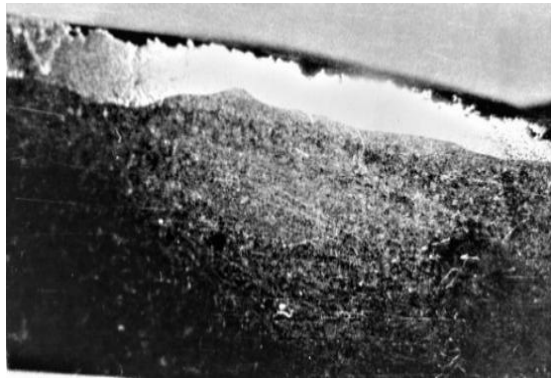


Fig. 1. Microstructure of borated coating on horizontal surfaces. X5



Fig. 2. Microstructure of borated coating on vertical walls. X5

In addition, there was a violation of the geometry of the casting shape in the upper zone of the vertical wall (Fig. 3).

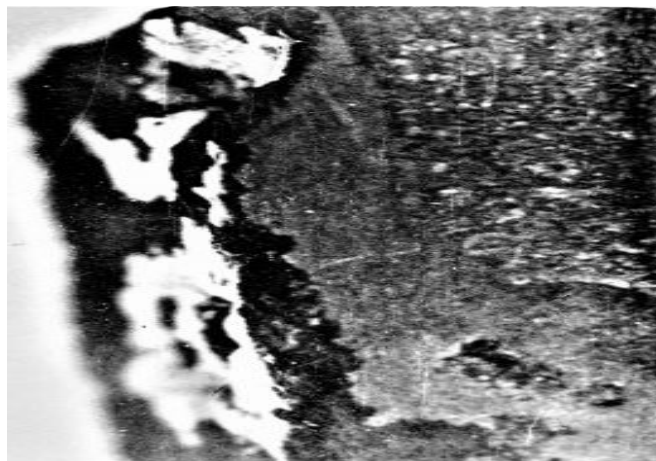


Fig. 3. Microstructure of the borated coating with a violation of the shape of the casting. X5

To eliminate these undesirable phenomena, studies were conducted to determine the optimal composition of the applied mixture.

The composition of the alloying mixture was optimized using the regression equation [10].

When setting the task of optimizing the composition of the mixture, it was assumed that in the contact zone of the melt with the mixture, the dissociation of boron carbide B_4C occurs with the release of active boron (B) and carbon (C) atoms. The latter, interacting with the crystallizing melt, forms a low-melting eutectic of the Fe-B-C system.

The formation of a liquid phase on a vertical wall is accompanied by its runoff, which causes a violation of the uniformity of the coating and the shape of the casting.

Based on this assumption, it was decided that, on the one hand, to reduce the concentration of boron in the mixture by introducing a neutral component of marshalite (pulverized quartz), and, on the other hand, to add components to the composition (Ti titanium powder) forming refractory borides (TiB , Ti_3B_4 , TiB_2) not involved in the formation of fusible eutectic and disturbing the concentration equilibrium in eutectic. Both of these additives were designed to solve the problem of obtaining a uniform and workable coating.

At the main level, the intervals of variation of factors were chosen based on data from numerous preliminary experiments, studying the composition, structure, and properties of borated coatings formed on the surface of the support roller and the drive wheel.

The results of the implementation of the planning matrix are shown in Table 1, according to which the regression coefficients of the linear equation are calculated. The optimization parameter - \bar{Y} was the thickness of a uniform borotitanized coating.

$$\bar{Y} = 1,2 + 0,15 X_1 + 0,1 X_2 - 0,175 X_3 - 0,05 X_1 X_2 + 0,175 X_2 X_3 - 0,175 X_1 X_3 \quad (1.)$$

To check the statistical significance of the coefficients of the equation, confidence intervals were determined by the formula [11]:

TABLE 1 CONDITIONS OF THE EXPERIMENT

№ п/п	Factors studied	The thickness of the mixture layer, mm	Titanium powder content, %	The content of the marshalite, %
1	Basic level X_0	1,0	3	20
2	Variation interval	0,5	2	10
3	Upper level	1,5	5	30
4	Lower level	0,5	1	10
5	Code	X_1	X_2	X_3

$$S_{y_i} = \frac{\sum_{i=1}^n (Y_i - \bar{Y})^2}{n} \quad (2)$$

$$\Delta b_i = \pm t_{\alpha:N} \cdot S_{b_i} \quad (4)$$

$$S_{b_i} = \frac{S_{y^2}}{N} \quad (3)$$

where $t_{\alpha:N}$ - Student's criterion, $t_{0,05:8} = 2,306$

α - level of significance, $\alpha=0,05$

$$\Delta b_i = \pm t_{0,05;8} \cdot 0,037 = \pm 0,0853$$

(5)

Then the regression equation with significant regression coefficients takes the form:

$$\bar{Y} = 1,2 + 0,15 X_1 + 0,1 X_2 - 0,175 X_3 - 0,05 X_1 X_2 + 0,175 X_2 X_3 - 0,175 X_1 X_3 \quad (6)$$

TABLE 2 PLANNING MATRIX OF TYPE 2³

Nº of experiments	X ₀	X ₁	X ₂	X ₃	X ₁ X ₂	X ₂ X ₃	X ₁ X ₃	\bar{Y}
1	+	+	+	+	+	+	+	1,2
2	+	+	-	+	-	-	+	0,8
3	+	-	+	+	-	+	-	1,4
4	+	-	-	+	+	-	-	0,7
5	+	+	+	-	+	-	-	1,6
6	+	+	-	-	-	+	-	1,8
7	+	-	+	-	-	-	+	1,0
8	+	-	-	-	+	+	+	1,1

Verification of the regression equation for adequacy was carried out according to the Fisher criterion:

$$F_{f2:f1} = \frac{S_a^2}{S_e^2} = 0,625 \quad \text{calc} \quad (7)$$

The tabular value of the Fisher criterion is.

$$F_{f2:f1} = F_{4:16} = 3,01 \quad \text{tabl} \quad \text{tabl} \quad (8)$$

Since the calculated value does not exceed the tabular values

$$F_{f2:f1} > F_{f2:f1} \quad \text{tabl} \quad \text{calc} \quad (9)$$

then, the regression equation is adequate.

Interpreting the obtained adequate linear regression equation, it can be concluded that the first two factors – the thickness of the applied mixture and the titanium content in its composition contribute to an increase in the size of the cross-section of the coating, and the third - the content of marshalite in the mixture, on the contrary, reduces its thickness.

Moreover, the effect of the influence is approximately the same coefficients at X₁; X₂; X₃ is respectively equal to - +0.15; +0.1; -0.175.

Analysis of the results of the multifactorial experiment shows that optimization of the parameters of the technological process is possible.

To solve the optimization problem, the method of steep ascent was chosen [11-13].

The content of marshalite (X_3) in the mixture was taken as the base factor. The step of movement during a steep ascent is taken equal to – 2%.

Then for the factor X_1 – the thickness of the mixture layer and X_2 of the titanium content, the movement step is 0.1 mm and 0.25, respectively %.

The conditions and results of experiments using the method of steep ascent are given in Table 3.

TABLE 3 CONDITIONS AND RESULTS OF EXPERIMENTS TO OPTIMIZE THE COMPOSITION OF THE ALLOYING MIXTURE AND THE THICKNESS OF THE APPLIED LAYER BY THE METHOD OF STEEP ASCENT

Factors	X_1 , mm	X_2 , %	X_3 , %	\bar{Y}
Basic level X_0	1,0	3,0	20	-
B_i	0,15	0,1	-0,175	-
Variation interval	0,5	2,0	10	-
$B_i \cdot X_0$	0,075	0,2	-1,75	-
Step	0,1	0,25	-2	-
Mental experience (1)	1,1	3,25	18	-
Mental experience (2)	1,2	3,50	16	-
Mental experience (3)	1,3	3,75	14	-
Realized experience (4)	1,4	4,00	12	2,20
Realized experience (5)	1,5	4,25	10	2,35
Realized experience (6)	1,6	4,50	8	2,10
Mental experience (7)	1,7	4,75	6	-
Realized experience (8)	1,8	5,00	4	1,50
Mental experience (9)	1,9	5,25	2	-
Mental experience (10)	2,0	5,50	-	-

As a result of the conducted research and mathematical processing of the obtained static data, it allows us to adopt the following working version of the composition and thickness of the layer of the applied alloying mixture:

1. Boron carbide (B_4C) – 85,0 -86,0 %;
2. Titanium (Ti) – 4,0 - 5,0 %;
3. Pulverized quartz (marshalite) - 10%;
4. The thickness of the mixture layer – 1,5-1,7 mm.

Macrostructural analysis of the borated coating created on horizontal and vertical surfaces based on the developed mixture showed that the surface of the obtained coatings is smooth and rough, and the thickness ranges from 1.5 to 2.5 mm (Fig. 4.). [14,15]

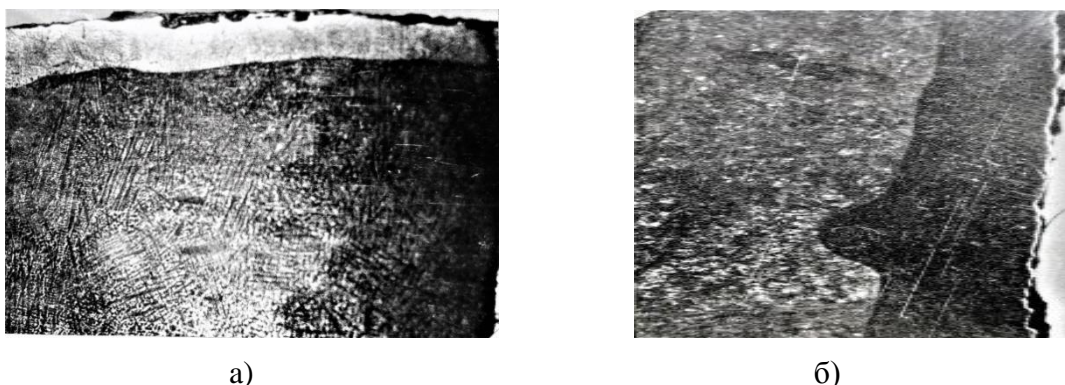


Fig. 3. Microstructure of borated and boro-titanated coatings obtained on the horizontal (a) and vertical (b) surfaces. X5

CONCLUSION:

In summary, we can say that the developed (optimized) composition of the mixture consists of boron carbide powder (B_4C) (85.0 -86.0%), titanium powder (Ti) (4.0 - 5.0%), ground pulverized quartz (marshelite) (10%) with a thickness of 1.5-1.7 mm mixture layer allows you to create a high-quality and wear-resistant coating with a thickness of up to 3.0 mm on the working surface of the support roller and the drive wheel of the excavator crawler, working in a free abrasive environment.

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DEVELOPMENT OF PHYSICAL TRAINING AND PUBLIC SPORTS AMONG STUDENTS IMPROVE SPORTS HEALTH ACTIVITIES

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ABSTRACT

The article describes the application and implementation of technologies for the improvement and further development of mass sports in the sports activities of university students. Physical education classes and sports clubs in higher education institutions are an integral part of the social sciences in preparing students in the spirit of humanity, in accordance with modern requirements in their specialty. Since the independence of Uzbekistan, there have been opportunities to create political, economic, social, ideological and organizational conditions for the formation and development of physical and intellectual resources of young people.

KEYWORDS: *Sports, Development, Application, Results, Physical Fitness, High Qualification, Sports Competitions.*

INTRODUCTION

Sport is a means of maintaining a person's physical fitness and is a set of exercises and movements of the same form. It is also an activity aimed at achieving high skills and high results in one type of physical activity. The goals and objectives of the sport are to shape the techniques and tactics of action in accordance with the sport, to provide general and special training, sports training, physical and theoretical training, as well as to train highly qualified athletes in the sport.

Since the independence of Uzbekistan, there have been opportunities to create political, economic, social, ideological and organizational conditions for the formation and development of physical and intellectual resources of young people. Thanks to independence, the national sports games of our people, which have a long history, have been revived and brought to the international arena. The national sports games started a year after our independence, and festivals were held. In particular, since 1999, the national sports competitions "Tomaris" have been held among women. In order to comprehensively develop physical culture and sports in our country, the resolution of the Cabinet of Ministers "On measures to further develop physical culture and sports in Uzbekistan" was adopted in 1999. According to him, the "Concept of the State Program for the Development of Physical Culture and Sports in the Republic of Uzbekistan" was approved, the main directions of which were: [1]

1. Improving the system of organization and management of physical culture and sports;

2. Development of physical culture, mass sports and national sports;
3. Scientific-methodical and medical support of physical culture and sports;
4. Capacity building of physical culture and sports system;
5. Promotion of physical culture and sports;
6. Improving the system of funding for physical culture and sports, development of the non-governmental sector.

As part of the program, a new version of the Law on Physical Culture and Sports was drafted and adopted by the OliyMajlis in 2000;

Republican centers for the development of boxing and national sports have been established in Tashkent, and wrestling in Shahrizabz;

Alpomish and Barchinoy tests were developed and implemented to determine the level of physical fitness and health of the population;

All sports facilities in the country are registered;

Colleges of Olympic reserve have started operating in regional centers.

In our country, great attention is paid to ensuring the physical and spiritual well-being of young people, the pursuit of a healthy lifestyle and increasing their love for sports, the development of children's and youth sports on the ground.

Physical education classes and sports clubs in higher education institutions are an integral part of the social sciences in preparing students in the spirit of humanity, in accordance with modern requirements in their specialty. It is an important tool for every student to be physically prepared for their profession and to develop as a person. At the same time, it is a factor in strengthening the health of the student and plays an important role in his future development as a professional. [2]

IMPROVEMENT OF PHYSICAL EDUCATION AND SPORTS ACTIVITIES YEARS

Physical education was included in the curriculum of higher education institutions in 1928 as a science. Until then, specialists were trained in short 3-month courses.

In 1921, three-month courses were opened in Fergana and Tashkent to train physical education specialists, and this year 60 people completed these courses.

In 1926, three-month courses for physical education instructors were opened, and 30 people graduated that year.

In November 1929, given the rapid growth of the national economy in Central Asia and the lack of specialists in the country, the first Higher Technical School in the east of the country, the Central Asian Cotton Irrigation and Polytechnic Institute, now Tashkent State Technical University was established.

In 1933, a one-year course was opened in Samarkand to train physical education specialists.

In 1935, by the decree of Comrade Akhunbabayev, the first technical school of physical culture was opened, and this year 100 people were admitted to this educational institution.

In 1949, the first department of training highly qualified physical culture and sports specialists was opened at the Tashkent State Teacher Training Institute.

In 1954, the Fergana, Nukus and Andijan State Teachers' Colleges began to have physical education faculties.

In 1955, the Uzbek State Institute of Physical Culture, the only one in Central Asia, was established on the basis of the Uzbek (Tashkent) College of Physical Culture.

There are sports clubs in educational institutions and dormitories, where physical education and sports are high on the agenda of students. The clubs are led by highly qualified physical education teachers and sports instructors.

In addition to physical education and sports, the university conducts research under the guidance of students, teachers and sports teachers.

The research conducted by A. Normuradov, I. Morgunov and Y. Sukhova with students of Tashkent State Pedagogical Institute showed that the functional state of the students' bodies deteriorated during the rating tests. We've seen that physical activity and sports can help you recover faster and faster. Institutions of higher education often do not offer physical education classes during the semester. The main reason for this is the lack of scientific advice.

Physical education is a pedagogical process, an educational tool aimed at improving the health, physical maturity, social activity of the younger generation, the formation of a morally healthy growing generation. In the process of physical training, the organism is improved functionally and morphologically, motor skills, physical movement qualities: agility, speed, flexibility, endurance are engaged in special knowledge and skills.

Physical culture is a set of special activities that include the physical development of a person by targeting specific means and methods of sports and culture, along with the means of physical education in the comprehensive education of adults, the creators of a new society.

Physical culture is a part of the general culture, the development of which depends on the level of socio-economic development of the society. Physical development is a natural process associated with the growth of the human body, its transformation and duration. It is governed by objective biological laws. The most important of these laws is the law of unity of organism and environment development. A form of sports culture. A type of community cultural activity. It also has other characteristics related to physical development and human ability.

The order of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan No. 183 of August 3, 1990 (January 14, 1992) Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 271 of May 26, 1999 (new edition of May 26, 2005) at least 4-6 hours in 1-2 courses as a course.

However, at present, the OTV curriculum includes a total of 234 hours for physical education, including 120 hours of practical training, 108 hours of independent work and 6 hours of rating tests. It ends with a semester and a test at the end of the school year.

Physical education in higher education institutions is carried out in the following forms:

Conduct training (practical) based on the curriculum of the higher education institution, as well as participate in sports clubs in various sports at the request of students;

Participate in public health, physical education and sports conferences and events;

Such a variety of forms of physical education is one of the measures taken to ensure the proper functioning of the body of young people;

requires students to have 12-16 hours of movement activity per week.

Institutional education programs do not meet an individual's need for education, community service, or physical education and sports. Students will learn about physical education and sports activities while studying. When students engage in physical education and sports, they set the following goals:

To strengthen their health, comprehensive physical development, physical training, increase the body's resistance to disease, labor productivity;

Find ways to activate mental activity and overcome fatigue.

In the conditions of Uzbekistan, hygienic gymnastics exercises in the open air have a positive effect.

Hygienic gymnastic exercises need to be clearly defined in terms of how long they last and their type. Before doing this exercise, the weight of the dumbbells, weights and barbells is determined by the strength of the participants. That way, each session lasts 10-15 minutes.

Physical training and sports in public health are carried out regularly during the study period in higher education institutions, outside school hours, holidays, weekends, practical work, holidays in the dormitory, as well as in the summer activities of students. They can be carried out in the areas of hygiene, general training, sports and treatment.

Public health, physical education and sports activities are carried out by student sports clubs with the active participation of general physical education staff, teachers of physical education departments, youth movements, trade unions.

The faculty sports council plays a key role in this process. The council not only plans the work, but also prepares students for the job at the university, organizes the work, gathers team members, prepares them for various competitions and organizes competitions. In addition, lectures, talks, evenings, exhibitions, posters, lists of record holders, groups, courses, faculties, higher education institutions and students' achievements on sports and health, healthy lifestyle. fulfills the conditions of Ion boorish.

CONCLUSION

The financial affairs of the Sports Council, the provision of equipment and facilities are the responsibility of the faculty trade union committee, the sports club and the deans.

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TRAINING FUTURE PHYSICAL EDUCATION TEACHERS FOR COACHING ACTIVITIES

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ABSTRACT

The article discusses the preparation of physical education teachers for coaching activities and how to arouse students' interest in physical education through sports and movement games. It is very important that the future physical education teacher shows and identifies the importance of each topic, establishes communication between students, and teaches knowledge and topics on a regular basis. In recent years, many and many decisions have been made to prepare people for physical fitness and a healthy lifestyle, and many more are being put into practice.

KEYWORDS: *Physical Education, Sports And Movement Games, Healthy Living, Students, Youth, Direction.*

INTRODUCTION

There are many types of parenting. The most important of these in the formation of a mature person is physical training. When a person is healthy, he becomes sane and mature not only physically but also spiritually. It is up to all physical education teachers, as well as all teachers and educators, to guide young people to life, to help them use their power properly, to bring them up in a way that is kind to the people and their homeland. In recent years, many and many decisions have been made to prepare people for physical fitness and a healthy lifestyle, and many more are being put into practice. The following are the main directions of reforming the system of physical culture and sports until 2025: [1]

IMPROVING PHYSICAL TRAINING AND PUBLIC SPORTS

Increase the total number of people engaged in physical culture and sports to 30%, and the total number of young people involved in sports organizations and institutions to 20%;

Gradually increase the quality of coaches and specialists in public sports education institutions, in particular, the number of employees with higher education to 80%;

Development and implementation of an effective and transparent four-tier organization-district (city) -region-republican system of selection of talented athletes from among the youth on the ground;

The Ministry of Sports Development of the Republic of Uzbekistan held a "Children's Sports Games" among sports students of sports schools to identify talented athletes and create a reserve for youth national teams, as well as to organize a competition among students of higher

education institutions. Involvement of students in regular sports as a result of the organization of "Games";

In order to promote physical education among a wide range of the population, including high school students, students of professional and higher education institutions, to identify talented people among them, the festival "Secondary school sports", "Physical training Development of a system of gradual conduct of the competition "developed institution" (district, city, region, republic) and the introduction of the nomination of the best secondary school, professional and higher education institution with a developed level of physical fitness;

Development of sports tourism in the field of sports from 2020 through the systematic holding of the international marathon "Tashkent Marathon", the international eco-marathon "Save Aral", motor rally and motocross;

Introduce physical fitness testing among all segments of the population;

Establishment of scientific laboratories for athletes of national teams in sports, the introduction of advanced innovative technologies in the training process and the establishment of effective medical and pharmacological support in sports;

Members of the regional national team in sports under 18 years of age in the youth departments of regional children's multidisciplinary medical centers and older members of the regional team in district (city) multidisciplinary central polyclinics introduction of a mechanism of regular in-depth medical examinations;

Introduce a system of doping testing at the republican sports competitions in stages, starting from February 1, 2020;

Establishment of infrastructure for Winter Olympic sports, establishment of a system of training professional athletes through the popularization of these sports; and so on.

As a result, the decision is intended to cover all segments of the population, even in remote rural areas.

It is very important that the future physical education teacher shows and identifies the importance of each topic, establishes communication between students, and teaches knowledge and topics on a regular basis. Students need to acquire theoretical knowledge in order to put their practical work into practice, without forgetting for a moment about the ultimate goal of teaching. Teachers should take into account the individual characteristics of students and be equipped with the latest information on the methods used in physical education. The teacher can explain to students that the issue of physical culture and sports is not a simple issue, but one of the main tools for the full development of man, first of all, his labor activity, a means of defending the Motherland. Must provide knowledge in the field. It is important that students are interested in their profession.

In physical education, a student should learn:

Know the norms of loading, choose the means of forms and methods to solve specific tasks of physical education;

Develop basic work plans and take them into account at various levels of physical education;

Identify student learning outcomes, evaluate their progress, harmonize, and direct students to independent work;

Overseeing the work of educational institutions;

Develop a plan of public events, regulations for competitions, their implementation and organization;

to unite the efforts of children's social organizations, families and schools in order to improve the quality of work with schoolchildren in the field of physical education;

Use of specific teaching equipment and tools;

Mastering the basics of new pedagogical technologies and applying them in practice.

As we all know, despite so many decisions, physical education in schools has been limited to girls playing handball and boys playing soccer. Unfortunately, this is not the case in some places. The training of highly qualified personnel will enrich the state spiritually. If a student excels in physical education; he or she will be able to demonstrate this mobility and energy in other subjects. You just have to be more discriminating with the help you render toward other people. It requires a lot of professionalism from the coach. On September 4, 2019, a video conference chaired by Shavkat Mirziyoyev on the development of physical culture and sports, strengthening preparations for international competitions criticized the lack of gyms in most schools in Uzbekistan and their unsatisfactory condition. It also said that if there are more than 12,000 sports facilities in the country, their daily capacity will be 1.5 million people, and the level of provision of sports facilities to the population will not exceed 4.5%. The president asked, "How can sports be popularized in such a situation?" And a number of assignments were given. Reforms are still underway. Articles titled "2245 schools do not have gyms" were also answered. It is no coincidence that we say, "If you have the right tools, you will have less trouble." If there are favorable conditions for the course, any qualified staff will be happy and will take the course with great interest. Otherwise, no matter how qualified the staff, they will not feel satisfied with their lessons. We all know that children and students are active. There are so many types it's hard to say. Depending on the age of the child, physical education classes can use a variety of movement games. What are action games? Which one do you prefer? - The question is of interest to each of us. The concept of "action games" encompasses many, many different forms of folk play, each of which ultimately contributes to the comprehensive physical, psychological, and mental development of children. It is a type of active folk game, the main content of which is to increase the effectiveness of the movement.

The oldest action games are just about work and homework. Later, these concepts were greatly expanded and enriched with content on a large scale. It is clear that labor imitation games, apparently, began to be used as an objective source of life as a means of physical training from a very early age. Consequently, with the development of society, specific and appropriate requirements began to emerge. That is, the transition to action games has become more exciting and lively. Raising children in the spirit of teamwork, hard work and a sense of duty to the community is one of the most important issues today. From the first day of school, a child should develop a love of work, organization, diligence, and the ability to finish work. It is important to use all means of education, including children's favorite games.

It is well-known that the games of preschool children are based on imitation. They look around, head out one by one everywhere. He incorporates some of the things in the game and learns about the world around him through the game. The games described in the book, such as walking, running, jumping, throwing, and climbing, play an important role in the development of children's movements.

The children's encyclopedia describes the game as follows: "Once upon a time, before our ancestors went hunting or fighting, they organized war dances and games. They competed in targeting, agility and strength testing. Such exercises also helped them to overcome the enemy. When you grow up, whether you are a doctor or a driver, an operator or a designer, a teacher or a test pilot, you will definitely need useful, fun and interesting games.

There are currently two types of games:

1. Action games
2. Sports games.

Games that consist of different types of running, jumping, throwing, and other movements are called action games. There are two main types of movement games used in pedagogical practice:

1. In free, creative or free games. Game participants set their own game plan and try to achieve the set goal themselves. In infants, preschoolers and small school-age children, they often have a plot. The roles are distributed according to the plot. That is why psychologists call them roles. They can be individual or group.

2. Action games organized according to the established rules. It requires leadership or the children to be their own leaders. They are very diverse in content and level of complexity:

A) Simple, team less action games. In this case, each participant fights for himself, following the rules. All play activities are aimed at gaining personal advantage over others through qualities such as speed, strength, agility. In these games, personal initiative is preferred;

B) Relatively complex, team-moving games, in which players primarily defend their interests, but sometimes, at their own discretion, help their peers. Avoiding the attacker in the game will help you get rid of it. (Tie, shake hands, escape with a captive) Sometimes a player may temporarily collaborate with other players to achieve a goal. In some games, such cooperation is even provided for in the rules (Polar Bear and Wolf);

C) In team action games, players form separate team groups. They represent the team's collaborative efforts to achieve a common goal. All personal interests are subordinated to the interests of their team, and the activities of each player depend on the success of the whole team. In team games, it is necessary to coordinate their activities with the activities of the teams and to separate the team captain from among the players for the overall management of the game. That is, obedience is obligatory for all.

Some team games have a semi-sport character. They are very complex in terms of movement techniques, game style and rules. Some games require role specialization. Such games are called semi-sports in some sources.

CONCLUSION

In short, physical education is important for personal development. Of course, it is up to science teachers to increase the number of physically and spiritually mature people. So let's properly educate and educate future cadres.

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POETIC INTERPRETATION OF THE MELODY SYMBOL IN THE STORY "BAHOVUDDIN'S DOG" BY NAZAR ESHANKUL

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ABSTRACT

This article deals with the poetic interpretation of the melody symbol in the story "Bahovuddin's dog" by the writer Nazar Eshankul in an unconventional way. The concept of lust in the story is perceived in the image of the fate of the radio director. In particular, the demonstration of the hero's intellect, which overcomes satanic lust and is determined to live with compassion, is explored.

KEYWORDS: *Symbol, Image, Dog, Lust, Mysticism, Devil, Plot, Environment, Society, Character, Composition, Style.*

INTRODUCTION

Writer Nazar Eshankul, who has a deep understanding of the pain of society and is able to describe it through his own heart, tests the reader in the face of problematic questions, no matter who and what he writes about. The discerning reader will also find it difficult to capture the meaning of the work in one reading or reading. This method is determined by the writer's ability to describe the symphony of symbols in depth. The logic of a thousand years of living between eternity and eternity is reflected in the works of the writer as a separate concept of human tragedy, loss, gain and loss. The philosophy of mysticism, which is a tradition in the peoples of the East, begins to emerge in a different form in the writer's research. The fact that any measure in the face of the Creator's talent takes place with justice, that this criterion is the eternal dream of the sectarians to live close to the Great Ideal. In the writer's symphony of sounds, he reflected the logic of human existence and in the story of "Bahovuddin's Dog", the protagonist who lives in the midst of constant suffering in the dimensions of nature, society, and system, experiences such a strong psychological tension. The fate of a radio broadcast director, who is a master of his profession, is a mess. Scholars favor a different approach to the role of the melody symbol in the essence of the work in the plot of the story. We believe that each study can be evaluated as a work that the reader must understand on his or her own. This is because the symbolic interpretation is "likely to have been influenced by similar thoughts and confessions in the imaginary depiction of the lust in the form of a dog. But the main thing is not a dog, a fox or a lion, it's still the lust. The being that invisibly plunders the world is the lust. The more he gains dominion, the more the moral condition of the world deteriorates; the dark clouds at the head of truth and conscience, religion, and truth are so thick. Also, outward measures and debates cannot prevent the path of calamities, calamities and catastrophes that will arise from selfishness. As long as the lust is free and free, lies, hypocrisy, oppression, violence, hypocrisy, in short, all evil and inferior qualities will flourish. These are the "dog" in the human heart - the game of lust. If

he wants, he can tear the man to pieces, scatter him, and allow him to pick himself up if he wants to. But no matter how hard you try, you can't get rid of it. You are in him, he lives in you. He to you, you to him. It is inevitable that the more he is humiliated, the better he will understand himself and others" [1] , - wrote Prof. I.Khakkulov. Consequently, the story of "Bahauddin's Dog" tells the story of today's people. In it, the author also mentions the appointment of a person who does not know his job properly, who has no knowledge of art and literature, as a radio broadcaster. Hence, it can be clearly seen in this story that the author's original work of art encounters resistance in expressing itself fully under the pressure of some system. The writer describes the melody symbol in the story so closely related to reality that the reader begins to think a little while understanding the meaning he finds in the dog's mournful howl. While mystical interpretations are a means of revealing a problem in a story, the relationship between editor and director can be helpful in defining real-life attitudes.

"In order to be surrounded by a social environment, one has to live in a community, and in order to live in a community, one must always follow certain moral, spiritual, legal requirements. At the same time, the need for a social stratum to remain in its own image, not to disappear among other social beings, requires that it have the spiritual and moral qualities that ensure its uniqueness. That is why there are so many approaches, understandings and interpretations of the universe as one. Consequently, any aesthetic phenomenon that occurs on a particular ground remains a sign of aspects relevant to that condition. These characters can sometimes be strong enough to define the essence of the work, and sometimes unnoticeable. Therefore, in the interpretation and study of a work created in a national place, it is expedient to take into account the specifics of that ground and the system of views of the community in which it lives" [2].

In fact, N. Eshonqul writes about the fate of the heroes who are always in the throes of social problems, living in the line of finding their way in the face of mutism. It is important to note that the real goal of twentieth-century literature is the question of identity in the conflict between society and the individual:

"The next day, when the sun was just rising, I went with my assistant and the sound director and set up the microphones in the alley. With no cars or railroads nearby, the place was as quiet as we wanted it to be. The trees swayed softly, the garden was covered with birds' nests, as if the people of the birds were scattering before the people gathered here, they were singing with all their might, flying from tree to tree, forming a peculiar chorus of happy wanderers. Sometimes the humming sounds of bees or dragonflies landing on the flowers seem to drown out the noise for a moment, but the sound of these insects also has the harmony and uplift of our song, so it was all natural and beautiful. I was amazed at the naturalness of the voices here, as I always worked as a director, and I used the voices in the "Noise Fund", which was deliberately technically polished" [3].

These scenes depicted in the story reflect the descriptions of the recording director. In particular, the fact that the symphony of different sounds eventually turned into a single melody - the howl of a dog - allows it to play a key role in understanding the identity of humanity. Lust and its tragedy are also manifested in the harmony of these voices. Such images are also reflected in the works of classical poets Yassavi, Navoi, Babur, Mashrab, Ogahi. NazarEshanqul brings to the fore the reflection of lust in sound in the story. This aspect puts a person to a serious test. It must be admitted that the image of the dog has been interpreted in mystical literature in a positive and exemplary sense. By the way, a person balances his life with every desire and goal. Especially in

the case of a recording director, the change is taking place between the garden and the office. This dog's mournful barking takes over his entire being. In this place, the writer tried to show the harmony of nature and human destiny together.

The dog's painful howls to cleanse the lust, to overcome it, and to keep it from all evil, test the director in a very difficult situation. An editor who does not understand the essence of art does not feel satisfied with what the team is doing. So, it seems that an important wisdom is hidden in the fact that spring is embodied as a symbolic image. Only those who are able to rise above the desires of the world will understand this. The story manages to summarize his past, career and work, which are reflected in his memories:

"The next day and the days that followed, I sat on the edge of the garden and closed my eyes and spent the day in this state, trembling with grief and sorrow. I wanted to see a howling dog, to share his grief, to stroke his miserable head. Now I could not get rid of this moan or the dog for a lifetime. When I opened my eyes, the howls disappeared, and when I closed them, they appeared under my ears, taking me into their own tone. The howls were full of humiliation and insults. Conviction and muteness were a mixture of weakness and oppression. Man could not live with steam. I opened my eyes and said, "Where are you, why are you bothering me so much, come and see you, what is your purpose ?!" I whispered. My whisper sounded like a scream under my ear. At that moment, I realized that as soon as I closed my eyes, something jumped out of me, and it seemed to me that what had jumped out was like a dog, but I denied the suspicion that the dog was biting inside me. Gradually, as I came to the garden, I began to believe that the ghost that jumped out of me looked like a dog." [1]

As we have seen, the formation of aggregation in the dog and human body reveals the gradual recovery of the lust. The writer does not ignore the fact that lust is a satanic work. The inner desires of the man, who is facing the heroic muteness, humiliation, violence and suffering in the form of a dog, begin to develop in a new way. The inner desires that run between the garden and the house require the dog to understand the state of his body in the voice of grief and pain.

The dog always takes a different place in his life as an alert and talkative animal. We never know in advance in what form lust will manifest. We do not even notice how satanic desires surround the human body. It is the saddest situation to give in to lust when one tries to be worldly. Prof. K. Yuldashev writes: "NazarEshankul's story "Bahovuddin's dog" was published in one of last year's issues of "Yoshlik" magazine. In this story, work is done that has not been done in our literature. His body also turns into a dog. The story symbolizes that the dog did not turn him away from humanization, but that he turned away from his peers, who were worse than a dog, and became cleaner than them. This aspect in itself suggests the need for a deeper study of the story" [4]. The contradictions that begin with the writer writing a simple voice characterize the character of a man who is trying to change the destiny of one man to another, to avoid the work of lust, to live in the realm of true humanity. The real face of the community is the fact that a single dog barks at the separation of people who live far from humanity and with delusions, which adds color to the reality. The contradictions in the unity of society and the individual are exaggerated when the writer is able to perceive the psyche of a true artist, who is fed up with people living in the whirlpool of a false system. In the essence of the episodes, which at first glance seem simple and straightforward, the same ancient melody - is also faint. The sadness of the song reminds us of the immortal wisdom of Jalaliddin Rumi, such as "Nay ne hikoyataylagay."

It should be noted that in the story, the melody is hidden in the dog's complaint of separation. "The life depicted in the story is life today. The protagonists are also familiar - we are the people you see and know. The only thing is that the VOICE, which has almost risen to the status of a symbol, is ancient. A melancholy and sad tone is very old. I took it as a heartbreaking memory call. In my opinion, there is no need to talk about the "dog" in the story. Anyone who is able to cleanse his soul, to bear the pain of defeat, will see it in his biography and hear their groans. After all, a great man like Navoi said in one place - "I was like a dog" because of my passion." The story of "Bahauddin's Dog" is inspired by mysticism. But one should not look for a meaning or color in Sufism from him. The fact that the story encourages us to recall the ideas put forward in ancient times about lust, morality, heart, and soul is another matter. And some of them are especially important in terms of knowing that a healthy spiritual life, a pure spiritual connection is a great dream that has not been achieved by mankind for centuries" [1]. These sharp thoughts about Nazar Eshanqul are being confirmed today. The writer has so restrained the meaning of an ancient melancholy tune that it seems to be able to perceive it in a new, i.e. modern, interpretation in the image of the hero-environment-dog. Although Franz Kafka's story "Evolution" is like a man turning into a giant insect beetle, it is here that the Eastern mentality is expressed. The loyalty of the dog becomes the whole existence of the director. She sees living with him for a lifetime as her highest goal. Indeed, only those who refrain from the forces of lust in society and rise above satanic desires are able to do so. The counsel of faith and belief, the great and small things in the life of a society put a person to a serious test. It is felt that the writer aims to describe this criterion in the story. After all, the fact that the dog becomes a hero, leading him to the heights of worldly desires, thickens the expression. The psychology of the protagonist, who is on the path of compassionate desires, fully proves that the writer is the core of the creative concept.

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THE USE OF NANO MATERIALS IN THE DESIGN OF SPECIAL CLOTHING

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ABSTRACT

Nanomaterials are the most important part of nanotechnology. Materials whose unusual functional properties are determined ordered structure of their nanofragments ranging in size from 1 to 100 nm. The advent of nanoscience is impossible without understanding that the properties objects depend on its size and shape. This dependence has received the name of the size effect.

KEYWORDS: *Modernity, Structural Element, Dictionary Of Nanotechnology, Crystal Defects, Important Factor Acting In Nanomaterials.*

INTRODUCTION

The first to notice this dependence was Galileo Galilei in 1638, talking about the strength building beams and bones depending on their size. Modernity again made size effects topical due to the appearance of nanotechnology and nanoscience. In nano systems, starting from a certain moment, there appears size effect - dependence of the properties of nano systems on size nanoparticles.

Substances are classified as nanomaterials not only because they have a small characteristic size of the structural element, responsible for the manifestation of a particular property, but also because characteristics and this property depend on the size of the structural element. The manifestation of the size effect is a characteristic feature nanomaterial and is the subject of systematic research. Size dependence of the most significant for a given material properties allows you to answer such questions: does this material belong to the class of nanomaterials and at what sizes of structural elements the maximum gain in properties of nanomaterials is achieved.

Dictionary of Nanotechnology and related to nanotechnology terms defines the size effect (English effect of particle (grain) size) as “a complex of phenomena associated with a significant change in the physical chemical properties of a substance and arising due to: – direct reduction in particle size (grains, crystallites); – the contribution of interfaces to the properties of the system; – commensurability of particle size with physical parameters, having the dimension of length and defining the properties of the system - the size magnetic domains, electron mean free path, de Broglie wavelength, exciton size in semiconductors, etc. [1]

Size effects are observed when the size is reduced structural elements: particles, crystallites and grains below a certain threshold value. Such effects, called quantum mechanical, unusual for micro, macro and mega worlds, appear when the average the size of crystal grains does not exceed 100 nm, and most clearly appear at grain sizes less than 10nm. The first reason for the presence of size effects is a large proportion surface atom.

Unsaturation of atomic bonds near the surface. fraction of atoms, located in a thin near-surface layer of the order of 1 nm, grows with decrease in the particle size of the substance R, since the fraction of atoms $S/V \sim R^2/R^3 \sim 1/R$, where S is the particle surface, V is its volume. Lattice distortion near the surface. In addition, surface atoms have properties that differ from "bulk", because their connection with neighboring atoms is not the same as in the volume. Therefore, on the surface reconstruction atoms. The atoms are in a different order for example, crystal lattice distortion occurs near the surface, those. there is a different order of arrangement of atoms. [2]

Effective sink for crystal defects. atoms, caught on the edges of monoatomic terraces, ledges and depressions on them find themselves in special circumstances. The surface layer becomes new state of matter. The surface becomes a sink for most defects in the crystal structure, as a result of which it and "sucked out" from the volume to the surface and the object becomes more structurally perfect. Surface effects of mechanical properties. Wherein qualitatively change the transfer processes, which include the flow of electric current, thermal conductivity, plastic deformation etc. These changes occur due to the fact that effective mean free path of carriers in the volume of massive objects, where the particle size $R \gg R_f$ – effective length free path of carriers, weakly depends on the geometry of the object. Inside substances, scattering (or capture and death) of carriers occurs. AT Otherwise, when $R < R_f$, the situation is changing radically and all transfer characteristics vary greatly, starting to depend strongly on sample sizes. [3]

An important factor acting in nanomaterials is also tendency to the appearance of clusters (clusters of atoms, molecules). Relief migration of atoms (groups of atoms) along the surface and about the boundaries of the section, and also the presence of attractive forces between them, often lead to processes self-organization of island, columnar and other cluster structures. This effect is already used to create ordered nanostructures in optics and electronics.

The second reason for the specific properties of nanomaterials is an increase in the volume fraction of interfaces with a decrease in grain size, or crystallites in nanomaterials. It should be noted that the properties nanomaterials are defined not only dimension of the structural element, but also by the environment in which such an element is placed (structure boundaries, interfacial tension, etc.)

Mechanical properties. In the nanoworld is happening – increase in strength; – increase in hardness due to the absence of lingering defects in combined with high plasticity due to the developed netarticle of boundaries; – increase in yield strength; – decrease in the threshold of

cold brittleness; - loss of plasticity. From mechanical properties: elasticity, plasticity, strength, fracture toughness depends on the need for high-strength structural materials and material consumption of products made from them. The strength of materials is determined by the chemical composition and the actual atomic structure (i.e., the presence of a certain crystalline lattice or its absence and the whole spectrum of its imperfections). High strength indicators can be achieved by two directly in opposite ways: – reducing the concentration of structural defects (in the limit approaching ideal single crystal state) – increasing it up to the creation of a finely dispersed nanocrystalline or amorphous about the state. Both ways are widely used in modern physical materials science and production. [4]

Magnetic properties. Nanomaterials are characterized by super magnetism, giant magnetoresistance, formation of magnetic fluids, pastes and polymers. Magnetic fluids are unique systems, combining the properties of a magnetic material and a liquid with the ability to control the magnetic field by rheological, thermophysical and optical characteristics.

The combination of these properties not found in known natural materials, discovered broad prospects for creation of technical devices with magnetic liquid as a articleing fluid. Magnetic fluids are colloidal dispersions (ferromagnets: magnetite, ferrites) with particle sizes from 5 nanometers up to 10 micrometers, stabilized in polar (water or alcohol) and non-polar (hydrocarbons and silicones) media using surfactants or polymers. They save stability for two to five years and have good fluidity in combined with magnetic properties. To obtain a magnetic fluid, it is necessary to solve several tasks: – it is necessary to obtain magnetic particles with a size of no more than 8 - 15 nm; – it is necessary to cover the particles of the dispersed phase with a layer of molecules stabilizer; – the stabilizer should not only prevent particles from sticking together, but also ensure the formation of a stable colloidal system of single-domain magnetic particles dispersed in the carrier liquid. [5]

Such a magnetic fluid can beget if, for example, mix castor oil with a well-ground ferromagnet (for example, iron hydroxide). Ferrofluids are colloidal solutions of a substance having the properties of more than one state of matter. In this case, two states are a solid metal and a liquid in which it contained. This ability to change state under the influence magnetic field allows the use of ferrofluids in as seals, lubricants, and can also open up other applications in future nanoelectromechanical systems. fluidity and magnetization. [6]

Magnetic fluids are unique in that that high fluidity is combined in them with high magnetization in tens of thousands of times greater than that of ordinary liquids. In spite of name, ferrofluids do not exhibit ferromagnetic properties, since they do not retain residual magnetization after the disappearance external magnetic field. actually ferromagnetic. liquids are paramagnetic and are often referred to as "super paramagnets" due to their high magnetic susceptibility. [7]

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METHODOLOGICAL APPROACHES TO ENVIRONMENTAL RISK MANAGEMENT IN INDUSTRIAL ENTERPRISES

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ABSTRACT

The risk is a constant companion of any business activity in today's dynamic economic, political and social environment. The market economy, the globalization, the competition ramp-up, the financial and economic crises create risks for businesses every single day and hour putting the risk management at the heart of modern management. This article discusses about methodological approaches to environmental risk management in industrial enterprises.

KEYWORDS: *Methodology, Approaches, Ways, Risk Management, Industrial Enterprises, Management, Environmental Risks*

INTRODUCTION

Modern urbanization and more and more increasing man-made impact on the environment inevitably lead to an increase in environmental risk for the population of industrial cities, increasing the probability of emergencies occurrence. The purpose of the article is to study the environmental risks and practical approaches to its quantitative assessment to justify the socio-economic efficiency of enterprises' production activities in the interests of system management of human security. [1] The article identifies the main factors (technological, economic, etc.) that affect the environmental risk of industrial enterprises. A model of a two-level environmental risk management system aimed at full control of the enterprise environmental risk is presented. The method of trees allowing calculating probability of emergence and development of ecological risks is offered. Organizational and methodical guidance for the implementation of a two-level system of enterprises' environmental risk management have been developed. [2] The article is intended for researchers, employees, management of industrial enterprises and Supervisory bodies dealing with environmental problems of industrial enterprises. A plan to reduce or eliminate the initial risk will be developed including a set of measures with assigned responsible persons, due dates and financial resources; the residual risk will be assessed and further mitigation measures taken if this risk is still not acceptable; the final risk will be assessed and measures taken in cases where the expected level is other than low or very low. [3] The following recommendations can be made for successful risk management in industrial companies: Conduction of continuous environmental monitoring, construction of additional treatment facilities, and implementation of low-carbon and non-waste technology will coordinate the overall risk management process in the company, develop a security program and follow its implementation together with the supervisors at various levels throughout the organization; Introduction of a system for promoting all good achievements in the area of

occupational health and safety, and imposition of penalties for serious violations of the safety rules; Holding regular meetings with the employees to discuss health and safety issues (working conditions, incidents and accidents), for discussing and recommending improvements of the workplace safety, and encouraging the employees to stay updated on current site safety issues. [4] Maintaining and encouraging the employee participation in identification of the hazards and development of safety measures; Use of collective protective measures to reduce the need for personal protective equipment; Involving as many specialists and managers as possible in the risk management process. [5] Agreement on the sources of information to be used and obtaining sufficient information. Ensuring the employees participation in the assessment of the work areas, diligent and accurate completion of surveys and questionnaires referring to the working conditions. Provision of complete records, including a risk assessment program with the corresponding manner, means, scope and level of its implementation, hazards identified, groups of employees and types of assets exposed to risk, assessment of risk elements, decisions based on the risk assessment, regulatory framework and information used, measurement data, observations, actions recommended and taken, and conditions for revision. Every aspect of the risk assessment needs to be recorded; Provision of a security program, which should be comprehensive, balanced, realistic and feasible. [6] The leading criterion in determining risk management priorities in the company is to ensure employees health and safety. The risk reduction concept should not promote risk reduction at any cost, which sometimes may be too expensive, but rather reduce the risk to a reasonable, acceptable level that is also affordable for the company (price/benefit ratio). [7] The program should include due dates and persons responsible, financial resources required. Regular monitoring of the program implementation, evaluation, opinions and additional recommendations during the program implementation, making any adjustments if necessary are also required. Risk management is part of the general management of the industrial company, therefore it should be closely linked to all other aspects of the company's management. [8]

Hazardous chemicals are chemicals, the direct or indirect impact of which on a human being can cause acute and chronic diseases or death. Especially dangerous consequences are typical for emergencies at enterprises that use hazardous chemicals, since they have a detrimental effect not only on people, but also on the environment, causing gas pollution, contamination of land and water. Risk is everywhere, but scholars have different perceptions and definitions of risk. In environmental risk assessment and management, risk is generally defined as a loss caused by a deviation between the actual situation and the expected situation (that is, the actual value and the expected value) of an event. It is characterized by the probability and The product of the consequences of harmful events. Environmental risk refers to the actual or potential threats to the organism and the environment caused by the organization's business activities, such as emissions, waste, and resource depletion. [9] For, the environmental risks caused by their waste discharge mainly fall into the following categories: environmental risks caused by soil or land pollution; environmental risks caused by water pollution; environmental. Environmental risks caused by damage to the health of residents around employees, environmental risks caused by the adverse effects of waste on the local ecosystem. [10] Multifactorial models have been used in risk assessment methods based on the expert method and in creating an information-analytical risk forecasting system. This methodological approach seemed appropriate to assess the risk of the environmental impact taking into account a number of features of current research, among which there is a comprehensive assessment of all the factors that determine the environmental

risk from chemically hazardous sites. [11] Moreover, this will make it possible to analyze the environmental risk of accidental release of hazardous chemicals comprehensively from the point of view of chemical, environmental, and industrial safety. The high level of competence of these employees in the issues we are studying along with their optimal number in the sample allowed us to obtain reliable results. The method of expert evaluations is based on gathering opinions on the posed problem, the analysis, and processing of received judgments and the generalization of the survey results. Extensive knowledge of the subject of research and the accumulated experience of the expert allows us to compensate for the lack of information or the inability to use it to model the possible consequences of technological accidents at chemically hazardous sites.

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HOW TO USE THE PERSUASIVE POWER OF METAPHORS

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ABSTRACT

Metaphor should not be viewed as a "thing," but rather as a transforming force, the unseen process through which "things" emerge. Even simple language and common imagery can be transformed into new, unique constellations using metaphor. Contrary to what many school teachers and dictionaries claim, metaphor is more than a literary device; it is an endless source of fresh ideas. In this essay, we'll look at how to use metaphors to persuade others.

KEYWORDS: *Persuasive Power, Metaphors, idea, communication, skill,*

INTRODUCTION

Rather than simple logic or fancy, every new and evolving generation of thought is born out of a metaphorical process. The key to understanding metaphor as it is expressed in the great traditions of classical poetry and art throughout civilization's history is to return to the word's original meaning, which was lost as a result of textbook-style and rote learning approaches that saturate the learning environments of high schools and universities throughout the Western world. The word metaphor gets its name from the ancient Greek word *metapherein*, which means "to transmit." *Meta* was a prefix used to indicate the sense of places, order, or nature changing. As a result, the word metaphor comes from an action. It should not be regarded as a "thing," but rather as a transformational force, the unseen process by which "things" come into being; in Plato's terms, the process of "becoming." A metaphor's ultimate visuals and organizational grid are the result of careful development and modification. [1]

To demonstrate the power of metaphor, we will provide a variety of examples from throughout history, including fresh examples written by twenty-first-century classical poets who are still unknown. Each example will demonstrate how, no matter how beautiful the lines are, workmanship alone is insufficient, or how skilled such writers might be, will never produce great poetry.

The transforming power of metaphor is what ultimately characterizes the poet's ability to transmit a profound thought, or what Percy Bysshe Shelley called "passionate and impassioned notions concerning man and nature" in his "A Defense of Poetry." Such concepts go beyond the poet's pen's literal weaving of words and images. [2]

In the words of Edgar Allan Poe, a stalwart literary critic who tirelessly fought to defend what he termed "The Poetic Principle": He who shall simply sing, with however glowing enthusiasm, or with however vivid a truth of description, of the sights, and sounds, and odors, and colors, and sentiments, which greet him in common with all mankind—he, I say, has yet failed to prove his

divine title. There is still something out there that he hasn't been able to grasp. We still have an insatiable hunger for which he has not shown us the crystal springs. This thirst is linked to Man's immortality. It's both a result and an evidence of his enduring presence. It is the moth's desire for the star. It is a wild attempt to attain the Beauty above, not just an enjoyment of the Beauty before us.

Metaphors are frequently used to illustrate difficult concepts. True, but metaphors can accomplish so much more. Consider this: would you rather read a blog post that boosted or accelerated your creativity? Is it more important for you to improve or re-ignite your creativity? Metaphors let your reader visualize your content, making it easier to absorb and remember. [3]

Imagery, which is at the heart of metaphoric language, will surprise, captivate, inform, and persuade your [readers] in ways that simple explanation will not. Vivid language will set you apart from the crowd, make you heard above the drone, and turn you into that uncommon breed of today: a communicator who gets things done. Anne Miller Metaphors engage the right brain – just like stories. They by-pass rationality and lower defenses to sales pitches. That's why metaphors can make you more persuasive, and help you win business.

Without metaphor, we are left with good craftsmanship at best. This is frequently the case with twentieth-century verse, where one finds himself reading piece after piece that necessitates recurrent recourse to exact prose-like claims in order to communicate something beyond the simple effects of language and picture. These lines may be factually correct or titillate the senses, but they aren't poetry. Otherwise, much twentieth-century verse has tended to veer towards the opposite extreme of literal prose: an ever more obscure portrayal of ideas using "pure images," an endless series of free-associations, symbols, and stylistic gimmicks, from which the reader can glean no higher meaning, and from which he or she increasingly becomes responsible for supplying the meaning and/or feeling. [4]

Without metaphor, we are left with good craftsmanship at best. This is frequently the case with twentieth-century verse, where one finds himself reading piece after piece that necessitates recurrent recourse to exact prose-like claims in order to communicate something beyond the simple effects of language and picture. These lines may be factually correct or titillate the senses, but they aren't poetry. Otherwise, much twentieth-century verse has tended to veer towards the opposite extreme of literal prose: an ever more obscure portrayal of ideas using "pure images," an endless series of free-associations, symbols, and stylistic gimmicks, from which the reader can glean no higher meaning, and from which he or she increasingly becomes responsible for supplying the meaning and/or feeling.

- Create a quick picture rather than a lengthy story. You lose your reader, if you need to do a lot of explaining.
- Surprise your readers. Present a fresh angle on an old topic.
- Try making your metaphors sensory, so readers can experience your words. When readers can see, feel, smell, taste, or hear something, they're more likely to engage and remember.

Metaphors based on everyday things or experiences might help us explain or introduce unknown issues. This is especially useful when we need to bring a new issue to the public's attention or ensure that policy decisions are based on strong science. Metaphors can elicit new associations and understandings, causing people to reconsider their beliefs or assumptions about a topic. The

appropriate metaphor can make all the difference when it comes to shifting commonly held beliefs. And, because metaphors provide us with a new mental framework for thinking and talking about a subject, they can help us break out from stale disputes. We can promote ideas and avoid wasting energy by rebutting talking points that stymie progress by using metaphor. [5]

We may utilize metaphors to help people understand and affect the debate around social concerns. However, we must use them with caution. Here are three guidelines for employing metaphor as a social change instrument. Metaphors can have a big impact on how people think and feel, but they can also function in unexpected ways. A metaphor draws attention to certain aspects while concealing others. We can't accurately foresee how big groups of people would react to a metaphor based solely on our own close-to-the-issue intuition. The appropriate comparison might help us progress, but the wrong one can backfire. As a result, we may utilize metaphors that have been thoroughly examined to ensure that they accurately depict crucial concepts, foster understanding, and encourage progressive policy in the vast majority of circumstances. On issues for which metaphors have not been tested, we can simulate their explanatory power with other techniques—like laying out cause-and-effect links or using well-crafted examples.

Early on, explicitly introduce metaphors. Metaphors are more effective than other ways in communicating societal change. Explanatory metaphors aid in the comprehension of a subject. They influence how people respond to the rest of the communication if we expose them early. We should, however, avoid using distracting analogies. If we begin by naming the issue—as is usual in political campaigning—we can elicit all of the connotations that people have with it, whether it's anti-Black stereotypes connected with "welfare" or political divisiveness associated with "climate change." These are frequently the very ideas we are attempting to modify. Reminding individuals of their views makes changing attitudes and thinking more difficult than necessary. If we begin by reciting the research on the topic, another common practice, it can cause people to tune out. This is especially true when we present people with lengthy lists of negative outcomes, leading people to conclude that the problem is too big to solve.

Metaphors will enhance the vividness of your work. You can inject some individuality into your analogies by focusing on one or two issues that are dear to your heart. Draw analogies from movie scenes or anecdotes about the movie industry, such as why movies flopped, how movies are pitched, or how they were developed, if you write about web design and enjoy going to the movies. Focus on sports analogies if you're a big football enthusiast. Sports training, team sports, tactics, and refereeing can all provide inspiration.

People fall back on frames and attitudes they've picked up elsewhere when we don't provide a frame of reference. Metaphors can help us prevent this by proactively encouraging people to consider new concepts. Many messages about adolescent development, for example, begin by noting the risks of adolescence and the need to safeguard young people from harm, or they present data about the amount of young people who suffer from mental health issues. Instead, a metaphor of adolescence as a time of exploration, when young people need to test ideas, experiment with boundaries, and be able to take and learn from safe risks, could be more effective. Elaborating on the metaphor offers people a way to replace unproductive mental pictures of young people as reckless, and adolescence as a period of danger, with a more balanced understanding of the risks and opportunities, and a sense of the potential for powerful learning and development.

Extend metaphors through time, context, and network boundaries. We must constantly foster new ways of thinking in order for them to take root. This entails repeating our ideas (without seeming repetitious) and collaborating with others to share and express those same ideas in their own unique style. Many communications professionals may employ metaphors without appearing scripted or inauthentic since metaphors allow themselves to both consistency and originality. This is how a field harnesses the power of repetition by keeping the basic comparison stable. However, the emphasis, manner, and even the medium or messenger can all be very different. A wide spectrum of professionals, including neuroscientists, policy advocates, and child care center personnel, have employed the metaphor of brain architecture. It has been used as an organizing theme for university lectures, tabletop games, media interviews, public-service announcements, and interactive museum exhibits.

CONCLUSION

Metaphors are thought-provoking devices as well as literary devices. They have the ability to create a mental image in the public's mind when none previously existed, as well as remodel and update our collective mental representations of social concerns. We can increase our influence when we use them wisely in our social change messaging. Professional communicators may emphasize the significance of a strong foundation, or they may utilize the sequence of a construction project to demonstrate a developing notion. The early childhood field has brought the same underlying principle (early brain development matters) to life in new ways throughout a decade through this diverse variety of representations. As a result, public opinion and policy have transformed in significant and observable ways.

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EFFECTIVE ORGANIZATION AND MANAGEMENT OF PRESCHOOL INSTITUTION ACTIVITIES

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ABSTRACT

As a result of the last five-year reforms, our country, which has been improving every bit, is developing day by day in every field of New Uzbekistan. It is known to all of us that the factor that determines the future of the country is also the education and training of children growing up and growing up in this country. In this article, the characteristics of effective organization and management of the activities of a pre-school educational institution are considered.

KEYWORDS: *Pre-School Education, Development, Effectiveness, Quality Of Education, Management.*

INTRODUCTION

It is known that it is of great importance to educate children with high qualities and to provide them with quality education. Upbringing begins first of all from the family in its place. In the family, the parent is the founder of the foundation of upbringing of the child, and when they educate their child, the child walks on the same path as the forever. And the continuation of fundamental education is the responsibility of the preschool education organization. The task of the organization of pre-school education was the development of all children from time immemorial, and its scientific and theoretical basis dates back to 1837. [1]

Famous German educator Fridrix Frebel, who worked in 1837, founded a special institution for children in the German city of Bad-Blankenburg, which he later called a "kindergarten". In the second half of the XIX century at the beginning of the XX century, many layers of the population of Sweden, England and other European countries were engaged in livestock, farming and household service works, etc., and the leisure time of adults engaged in children was almost non-existent. It is not an exaggeration to say that the children remained unattended, and the adults were in motion for their tireless material needs, as they said, "your finances are a cave." Therefore, F.Frebel introduced the concept of "kindergarten" into circulation and laid the basis for the theory of preschool education. Frebel tells us exactly why the institution for children is still called "kindergarten". But there are 2 different hypotheses about this. The first of these was

F.Frebel, who considered the children "the crops of God", that is, both children and young sprouts took care and special care-he changed the garden of plants to the term "kindergarten", as he needed care. The second assumption is that F.Frebel opened "the first institution for the care of children" in the former hotel, called the palace garden. At this time, the population used to emphasize that "we are going to the garden" when they are taking their children to the kindergarten. Because it turned out that this kindergarten is a garden, surrounded by flowers and various fruit and wild trees, which have many different beauties. And the educators in the kindergarten were called "gardener girls" at that time. With such a name, Frebel expressed his love for children and encouraged educators to help children grow up and develop. Frebel's kindergarten was also organized to replace the family and help parents with their upbringing, where mothers could also come along with children and play with children, as well as learn their upbringing from gardener girls. In the kindergarten of the pre-school theorist, Rope games, playing sand, making constructions were considered interrelated classes. [2] Then Frebel created a lot of preschool teaching methodologies. On the basis of the methodology, the game consisted in the development of speech, social upbringing, embracing with love and, most importantly, the absence of punishment, and its Special Developmental gifts for children, which were called "gifts of Frebel" in their own name. There are a total of 6 tricks of Frebel, they are:

1. Ball;
2. Small size wooden cube, bowl, cylinder;
3. Cube divided into 8 cubes;
4. The cube divided into 8 cubes is divided into 8 tiles;
5. Cube divided into 27 small cubes;
6. The cube, divided into 27 small cubes, consists in the fact that each of the small cubes is divided diagonally again into plates. These tricks are still being preserved and are used under the patronage of regular educators. At the same time Frebel thought about the possibility that as a result of numerous training sessions with different materials, the educator could achieve his / her educator's speech earlier and better development than other children. He also proposed during the training to use a variety of mosaics, colorful beads, sticks of different cross-section, as well as to draw pictures using paper and paints on the basis of free subjects, and even to make origami from paper, and to make from clay all kinds of things that are characteristic of the art of ceramics. Frebel also supported the techniques of talking with children. Before building a conversation, a specific topic was chosen, combining children on the basis of conversation, ensuring their socialization among peers and adults, satisfying the need for children to communicate was one of the main tasks of the conversation for Frebel. [3]

In 1871, St. Petersburg society was established on the measures to organize primary education in order to ensure the continuity of educational opportunities of preschool children, as well as the continuity of Education. This society contributed to the opening of special training courses for the training of female pedagogical personnel in families and kindergartens, as well as lectures, various conferences and congresses to solve important issues in preschool education. By 1914 year, in each country there were several dozen kindergartens. In 1913-1917, the well - known Russian pedagogue Yelizaveta Ivanovna Tixeeva, studying didactics and methodology of primary education, was appointed vice-president of the St. Petersburg Society for the

development of preschool education. From 1917 to 1928, The Kindergarten, established under the Society for the development of preschool education, continued its management activities. [4]

In 1918, the establishment of Petrograd Pre-School Education Institute was played a major role in the establishment of preschool education in the F.Frebel Park. In this Institute, specialists in preschool education are trained. There, the idea of collective education as the basis of humanity was put forward. Therefore, it was considered necessary to involve children in pre-school education and the attendance of children in kindergarten. [5]

In 1919, after the graduation of the people's education commissariat, the All-Union conference on "preschool education" was held. Theoretical and practical issues of child education were raised and discussed at the conference. During this period, the "Council for the protection of kindergartens" was established in the Turkistan region. [6]

All-union conferences on pre-school education were held in 4 time. The second conference was held in 1921, the third in 1924, and the fourth in 1928, year after year the news was introduced and the field of preschool education became more complicated. At these conferences, not only the field of pre-school education, but also the issues of manpower training, material supply have been raised, reviewed and a solution to many problems has been found. In 1936, the number of pre-school educational institutions in our country reached 40, covering about 2000 children. And this accounted for 36,4% of preschool children in our republic.

In addition, Frebel has developed methodological guidelines for didactic games and various training sessions. The work carried out by the scientist formed in it the motto "children's game – this is a mirror of life and a free demonstration of the inner world". According to the German educator Frebel, children who perform many exercises with different materials begin to speak much earlier than other children. Frebel knew that collective upbringing was the foundation of humanism. For this reason, he considered it necessary to engage the child in collective activities in an obligatory order, that is, the child must attend the "kindergarten". He recognized that it is necessary to develop the child's body, to train external emotional sensations, to introduce them to people and nature. [7]

The tremendous achievements of F.Frebel and his pedagogical approaches such as K.D.Ushinsky, E.A.Flyorina and G.N.Vodovoizova studied under the patronymic of many scientists. In addition, to the development of the pre-school sphere of Education many pedagogical scientists and psychologists S.T.Chassis, V.N.Sheeskaya, I.K.Shleger, Ye.I.Tixeeva, L.I.Chulitskaya, Y.A.Arkin, K.N.Kornilov, P.P.Blonsky and others made a huge contribution. Among them, Stanislav Teofilovich Shasky (1878-1934) was a pedagogical scientist who carried out scientific research on the content and methods of preschool education and under his leadership was established pedagogical technical school. And in 1908-th year his famous work "Deti-robotyagi budushevo" was published. [8]

And Louise Karlovna Schleger (1863-1942) covered many books on the field of preschool education, including the issues of the organization of children's play and labor activities in the books "Material dlya besed s malenkimi detmi", "Prakticheskaya rabota v detskom sadu", written in 1905. In addition, Schleger was active in the training of personnel for preschool education.

In 1920 Tixeeva was a professor at the Pedagogical Institute of pre-school education in Petrograd, and later she began her career as a teacher. She took it at the Pedagogical Institute

named after A.I.Gersen. His books “Detsky sad” in 1928, “Razvitie rechi doshkolnika” in 1937 were published. [9]

Lydia Ivanovna Chulitskaya (1879-1938) is a famous pedagogue-doctor, a scientist on hygiene of the first Young period, wrote in 1923-th year “Gigiyena detskogo sada”, in 1938-th year such works as “Gigiyenadetskogo vozrasta” made a huge contribution to the field of preschool education.

Pavel Petrovich Blonsky (1884-1941) conducted a lot of scientific research in the field of preschool education.

In 1928-th year by the people's education commissariat was published the magazine “Doshkolnoe vospitanie”.

By 1930-ies, the pedagogy of preschool education developed rapidly, and at the same time the number of preschool institutions increased several times. In this is a psychologist from scientists A.R.Loriya, S.L.Rubenshteyn, B.G.Ananov and pedagogical scientists P.N.Gruzdeva, Y.N.Medinsky and I.F.Svadkovsky are role of was great. [10]

In 1933-1934 there were 3840 collective farms in Uzbekistan, in which 127ming children took part and the first software projects were produced for the purpose of opening a kindergarten for these children. In this way, by 1949-ies, the field of preschool education began to develop rapidly.

In 1938-1939, the area of pre-school education was developed, the number of educational institutions in the school reached 927, 152000 children were brought up in them, at the same time, preschool educational institutions named “Children's rooms” were also established for mothers.

In 1943, the Academy of Pedagogical Sciences established the pre-school education sector, and at the same time on the problems of intellectual education of children, elementary mathematics theory and methodology A.M.Mosine, B.I.Khachapuridze, Y.A.Flerinas and pedagogic scientist A.P.Usova pedagogical scientists conducted a lot of scientific research. During the same war, 200 thousand children were transferred to Uzbekistan and as a result of this, there was a particle of expansion of the network of kindergartens, and in addition to kindergartens for children, preschool boarding schools were also organized. The interns are mainly designed to educate children who are separated from their families and loved ones.

In the post-war period, special “sanatorium” - type kindergartens were opened for the purpose of improving the health of children suffering from malnutrition and hunger, malnutrition due to food problems. In 1959, great attention was paid to the process of raising children and preschool education rooms were established in Tashkent, Samarkand, Bukhara, Namangan, Fergana and Chirchiq cities. As a result of the earthquake, which took place on 26 April 1966, 225 preschool education classes were destroyed. [11]

At the beginning of the 60-ies, a special program of education was developed to eliminate shortcomings in the kindergarten, which in its place was recognized as the first single mandatory document in the activities of preschool institutions in the countries. Under the program, the leading research institutes of preschool education at the Academy of pedagogical education of the USSR and the leaders of preschool pedagogy worked. And in 1978, this developed program

was called a model. The program continued its activity until 1984-th year, and later “Standard kindergarten education and training program” was adopted in its place.

Vasily Davydov and V.A.Petrovsky in connection with the reform of the educational system in 80-90-ies. On the basis of the authorship, a new "preschool education congress" was reformed. It includes measures, reforms and the following basic principles that further enhance preschool education for the analysis of mutual competition in preschool education:

- humanization-education of a child of preschool age on the basis of respect for civil foundations, labor qualities, human rights and freedoms, formation of love for family, Homeland, nature in the spirit of humanism;
- developing character of education;
- to focus on the personality of the child, the maintenance and strengthening of his health, the assimilation of methods of thinking and activity, the development of his speech, the differentiation and individualization of education and upbringing;
- Development of the child taking into account his predisposition, interests, abilities and opportunities;
- deideologization of preschool education-priority of universal values, rejection of the ideological direction of the content of educational programs of kindergarten.

By the 1970s, References to the field of preschool education began to be published. In particular, such books as “Obuchenie v detskom sadu” (m-1970 year) and “Russkoe narodnoe tvorchestvo v detskom sadu” (M-1972 year), written under the Usova theme, were not ignored. Since 1980-ies, mass pre-school education began to be carried out in various directions, namely, to study the work experience of the centralized community economic and pre-school educational institutions, to conduct Republican meetings, to organize various competitions on the identification of the best pre-school educational institution among collective farms, and to develop a single program of upbringing preschool children. However, after Uzbekistan became an independent state, the social problems of society became more and more, but the principles of democracy and transparency in our state eliminated these difficulties and the field of preschool education continued to develop. [12]

In July 1992, the first law of Uzbekistan “On education” was adopted. But in 1997, this law was analyzed and some shortcomings were identified, and at the IX session of the Oliy Majlis of the Republic of Uzbekistan the updated law “on education” and with it the “national model of Personnel Training” were adopted.

In the law “on education” preschool education was defined formation at the level of healthy and mature development of the personality of the child and preparation for schooling in the school. In accordance with the law of the Republic of Uzbekistan “on education”, the education system began to reform. Consistent development of the educational system as a single set of educational, scientific production on the basis of the formation of a competitive environment in the field of education and training of state and non-governmental educational institutions has been ensured at a high level.

“National model of Personnel Training” is the national system of training of highly qualified personnel that meets high moral ethical requirements”, which, along with the educational and

educational process again incorporates a number of production and social relations. The national model of personnel training consists of 5 parts, that is, person, state and society, continuous education, science, and production. [13]

The individual is the head and the subject of the personnel training system.

The state and society are the regulators, controlling the system of education and training and the system of personnel training.

Continuous education is mature, every graduation is highly developed and serves as the basis of the training of competitive personnel.

It is a science – skilled, competent specialist training, more reasonable user, advanced pedagogical and Information Technology; ab is the generating factor.

Production is a material and technical supplier, which determines the social need for personnel, as well as the quality and level requirements for personnel.

In 1997, the theoretical basis of pre-school education was revised after the birth of UNESCO and the term “preschool education” was adopted, and on August 29, 1997 a new law “on education” was adopted with the resolution of the Cabinet of Ministers No. 461. It consisted of 5 chapters and 34 articles.

On September 28, 2008, the Ministry of Education approved the state requirements for the development of preschool children, which were improved by the decision 10/4 of the board of education and on the basis of which the base program “Bolajon” was developed. The purpose of the base program “Bolajon” was to ensure the full implementation of the state requirements for the harmonious development of children of kindergarten age, socialization of children and their observance of universal values.

At the same time, in 2011, “preschool education” was established in our Republic. The preschool education consortium consists of 3 stages, which include the main directions, purpose, function and principles of the improvement of preschool education:

1-legislative activity: 2012-2014-years;

2-organizational-practical: 2015-2017-years;

3-final: 2018-2020-years.

During this period, on December 29, 2016, the decree of the president of Uzbekistan № 2707 “On measures for further improvement of the pre-school education system in 2017-2021” was adopted, and under the leadership of the President of Uzbekistan Mirziyoyev Shavkat Miromonovich and with the participation of the Minister of preschool education Agrippina Shin on the issues of further development, improvement, attention.

At the 4th meeting of the board of the Ministry of preschool education of the Republic of Uzbekistan on June 7, 2018, the state educational program of the preschool institution “first step”, which is of great importance to the present day in the development of another child, was recommended. The program “first step” includes 5 centers that develop children of the first and preschool age, namely:

1. Center “Language and speech”;

2. Center "Nature and Science";
3. Center "Visual activity and creativity";
4. Center "Build-Making";

5. Through the Centers of "Staging and on-event games" is a legal document on the basis of state requirements that are imposed on the improvement of each side. On October 22, 2019, the Legislative Chamber of the Republic of Uzbekistan adopted a new law "on preschool education and training". This law consists of 11 chapters and 58 articles, the main purpose of which is to regulate relations in the field of preschool education and training, which is stated in Article 1 of this law. The organization of a harmonious personality education has always been an important and main goal of social society. Of course, even in the conditions of current educational reforms, the upbringing of a harmonious generation plays an important role. First president I.A.Karimov also spoke about the education of a harmonious generation: "the future of our homeland depends on the tomorrow of our people, on the prestige of our country in the world community, first of all, on how our children grow up, grow up and become a person". In fact, it was considered a factor that determines the social position, the future of each state in this state, the growing and developing generation.

In particular, on September 23, 2020, the law "On education" was revised and updated from the legislative framework of the Republic of Uzbekistan. The new law "On education" consists of 11 chapters and 75 articles, it is also aimed at regulating in its place the relations in the field of education, and in its 8th article it is specially recognized that preschool education and training is a type of education that prepares children for teaching and education, their intellectual, moral, ethical, aesthetic and of course physical development, It is clear to everyone that the status of the future state is in the hands of this younger generation. With this, we can freely argue that "what kind of future we want, let's be in such a relationship with the future generation."

In this of course the educational foundation, the more solid the foundation, the more solid the building is, the upbringing and knowledge of the child is the foundation of his future. It should not be forgotten that our current election actions will be reflected in the future and will be the face of our state, society and of course culture. Therefore, various legal documents related to the field of education and training are being updated day by day and advanced innovative ideas are being used in this field.

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ANALYSIS OF TEACHING AIDS IN THE RUSSIAN LANGUAGE OF AN AGRICULTURAL UNIVERSITY IN TERMS OF THE FORMATION OF SPEECH COMPETENCE

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ABSTRACT

The article deals with the analysis of methodological teaching aids in the Russian language of an agrarian university - programs and study guides are analyzed from the point of view of the problem under study. An analysis of the methodological manuals on the Russian language published in our Republic in recent years in agrarian areas showed that despite the presence in them of types of work on the formation of students' speech competence, not enough attention is paid to the development of students' speech.

KEYWORDS: *Analysis, Teaching Aids, Russian Language, Speech Competence, Grammar*

INTRODUCTION

Today, the formation of speech competence in the Russian language classes at an agricultural university in our country does not fully meet the requirements of the methodology for teaching the Russian language in national groups.

The methodological manuals on the Russian language published in our country helped to improve the state of teaching the subject in agricultural universities. In these textbooks, the didactic material makes it possible to improve the speech and language knowledge of students on specific texts and tasks and also activates learning activities on the outskirts of direct speech communication.

At the same time, when studying lexical and grammatical categories, it is reasonable to consider such categories as methods of communication between sentences, the main semantic and grammatical patterns of connected monologue speech, and others. [1]

When forming speech competence, training should be built at the level of a phrase, sentence or text. Often the concept of a complex syntactic whole is given purely nominatively both in the program and in manuals. Russian language manuals and textbooks for technical universities provide an insufficient number of exercises that are specifically designed to form speech skills and abilities. Often the Russian-Uzbek dictionaries given after the texts are collected intuitively. Sometimes little attention is paid to working with individual words, phrases and sentences. Speaking tasks are sometimes not adapted for students. They are often controlling. In some textbooks there are no tasks for determining the means of communication in the text, there are

few tasks for determining the boundaries between sentences included in the syntactic whole, as well as for building monologue speech, and tasks for the development of speech are dominated by such types of tasks as questions and answers on the content of the text.

Such types of work as summarizing, and annotating are little covered or not reflected at all because such types of work are very important when compiling your own monologue statement.

The program clearly and specifically indicates the goal, objectives and requirements for the amount of knowledge, skills and abilities that students must possess during their studies at the university. The first audience-oriented Russian language program was created by scientists around the world in the 20th century. [2]

The work program, which was developed at the Russian language department of universities, was compiled on the basis of a standard program for a practical course of the Russian language for national groups of non-linguistic universities (faculties) of our Republic.

The purpose of the discipline "Russian language" at the university is to improve the Russian speech of students in various areas of communication - educational, professional, colloquial, everyday and scientific. Educational goals are closely related to communicative ones. The program specifies the goals and objectives of the discipline; basic knowledge and skills acquired by students in the study of the discipline; course content; types of written works for intermediate control; list of questions for the final control. In addition, the program provides weekly planning of speech and grammar material for each semester. In the second semester, 2 hours are allotted for studying the topic "My speciality", which is directly related to the future speciality. As practice shows, very few hours are allocated to the study of this topic, since work on the language of the speciality in this module is the formation of a scientific style of speech for writing a scientific report, listening and formulating questions for the speaker. [3]

Classes in the Russian language with students of the engineering profile of the national groups of the university are conducted according to the textbook "Practical course of the Russian language". The textbook is addressed to students who study Russian as a non-native language and is aimed at the specialities of motorists, architects and builders. The textbook contains texts on the speciality and terminological vocabulary is studied.

Thus, this textbook can be used in teaching students of an agricultural university, if we are talking about professionally oriented teaching of terminological vocabulary. All this once again shows the merits of the textbook, as it is intended for university students and faculties, as well as for those who would like to improve their knowledge of the Russian language.

The textbook "Practical course of the Russian language" is designed for students of national groups of all specialities and therefore does not contain texts or tasks for some engineering specialities, and therefore, it is recommended that students study this textbook, combining it with other educational materials. The textbook is the main source of learning, and therefore, the formation of students' speech competence, and most importantly, the effectiveness of the entire learning process depends to some extent on its content, the construction of materials in it, the structure, and the design. [4]

In the study, we tried to analyze the textbooks and teaching aids that are used in Russian language classes in other universities of the republic.

The lexico-grammatical model is taken as the basis for the unit of instruction and organization of the material in the textbooks. Such a model does not always meet the goals of communicatively oriented learning, because the language unit has a generalized semantic aspect. In speech, its meaning is always specified by the situation and the goals of communication.

The same grammatical construction, and sentence, depending on the specific text, or situation, have a different communicative meaning. If a language unit, which is equal to a sentence, is taken as a unit of the learning organization, then only a speech unit, that is, communicatively meaningful, equal to a statement, can become a unit of teaching speech. In textbooks, in the headings of paragraphs, and in the structure of texts, language orientation is reflected. The content of textbooks is overloaded with language exercises: substitution, and transformational. Speech exercises are given little attention. Before performing speech exercises, students perform a lot of language exercises, the connection of such exercises with speech exercises is how weak and indirect and often practically does not ensure the transfer of isolated grammatical skills into speech, although it is thought that training will ensure the correctness of speech. As a result, students do not receive full-fledged speech skills. Teachers, and often authors of textbooks, focus students' attention mainly on the form of grammatical constructions. Often in the system of language exercises, there are a huge number of artificial sentences and tasks, the communicative value of which is in doubt. For example, often teaching dialogue is often replaced by the same language exercises: "Make a dialogue using that or another form of the word, construction. Switching students' attention from content to form contradicts the essence of the dialogue. Sometimes speech tasks for exercises of a dialogic nature are often provoked not by production, but by reproduction, reproduction: "Learn the dialogue", "Compose by analogy". [5]

In recent years, in the Russian language classes at an agrarian university, more attention has been paid to the language of the specialty. It is this that predetermines the choice of language means. The professional orientation of training requires the identification of not only the text in the specialty but also a certain organization of the lesson itself in the Russian language. The language of the specialty, the scientific and technical sphere of communication, in terms of their significance and the goals of training in an agricultural university, are distinguished by their mass character and orientation. And this fact did not go unnoticed by the environment of philologists, since the language of fiction is opposed to the language of science and technology, and the artistic style is opposed to scientific.

The methodological support of the educational process, the creation and its scientific and methodological justification is not based on individual specialities, not on the departmental organization of faculties and universities, but on the profiles of education (there are two profiles of education in our university: engineering). And when compiling textbooks, many authors start from these directions in teaching. [6]

In recent years, practicing teachers who write textbooks and teaching aids in the Russian language based on the texts of their specialty are faced with the problem of selecting and classifying texts for them. [7]

In some works of a monographic nature, some scientists have outlined ways to select and classify texts. The necessity of distinguishing between texts in the field of communication and their functions is noted. So, for example, it was pointed out that such types of statements as "description (of an object, material, phenomenon or experience), narrative (about the discovery of law or phenomenon), reasoning (about the derivation of a formula, law), which form the texts

of any discipline of scientific and technical and natural science cycles is a completely acceptable and expedient form of methodological organization of educational material.

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THE INTERPRETATION OF URBANONYMS IN THE NOVEL “JENNY GERHARDT” BY AMERICAN WRITER THEODORE DREISER

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ABSTRACT

This article discusses the role of urbanonyms in the example of a novel, the meaning and historical origin of city names, and their impact on the image of the city and its population. The article also analyzes the lexical, phonetic and methodological studies of urban names in the work. There is information about the role of urbanonyms in the achievement of the author's goal to the reader, through which the writer directs the movement of the characters of the work to a certain address.

KEYWORDS: *Urbanonyms, Artwork, City Life, Protagonist, Depiction, Major Center, Mean.*

INTRODUCTION

Any writer appeals to urbanonyms right from the first pages of a work. The writer describes the names of the cities, sometimes as the artistic heroes of the work, and sometimes as the place that causes the events of the work. Urbanonyms play a role in reaching the reader's goal. Through them, the writer directs the movement of the characters of the work to a certain address, places the events in space. The presence of toponyms in the text of the work of art depends primarily on the ideological content and theme of the work. In particular, it is natural that urban names are widely used in works depicting city life. We know that usually many works begin with a description of an event, the place where an event takes place. This place can be a village, a country or a city. According to A.V. Superanskaya, proper nouns "find their place in the general artistic structure of the work and sometimes become a source of additional information that is not noticeable at the first acquaintance with the text." [1] Urbanonyms are a branch of toponymy, on which the famous scientists William Bright, Robert Ramsay, George Stewart, Alexandra Superanskaya, Vladimir Nikonov conducted scientific work.

Urbanonyms help the writer to more vividly describe the experiences of the protagonist in this or that city, the city in which he depicts the social status of the protagonist and the place of activity. In English fiction one can find many works depicting cities and urban objects. An example of this is the work of American author Theodore Dreiser, Jenny Gerhardt. Theodore Dreiser is a realist writer who lived and worked in the late 19th and early 20th centuries. He contributed to the rise of critical realism in American literature. The main reason for this was that he himself was an artist from the oppressed people. [2] At the center of Jenny Gerhardt's work is the fate of Jenny, a girl with a wonderful heart. Jenny strives to make a living as a well-intentioned, emotionally flawless, honest person with her honest work. However, the evil forces also take the

fate of this pure girl into their whirlpool, violating her pure love. Jenny Gerhardt is one of the author's best works on human destiny in a world of inequality. The author's depiction of the United States further enriched the course of events in the work. The fact that the names of streets and places are lined up gives a special spirit to the theme of the novel - the constant movement of objects, various situations, the constant change of situations make a special impression on the reader. [3]

In addition, T. Dreiser likes to remind the characters of accommodation over and over again. For example, the city of Columbus, where Jenny lived with her family, the famous and wealthy city of Cincinnati, where her lover Lester Kane was born and raised, and the city where her brother moved, Cleveland, can be found in many places.

"Columbus, being the State capital, and having a population of fifty thousand and a fair passenger traffic, was a good field for the hotel business, and the opportunity had been improved; so at least the Columbus people proudly thought". [4, p.4]

The city of Columbus, the capital of Ohio, is named in the honor of the famous explorer Christopher Columbus. The tall buildings given in the example, the image of the state legislature, hotels, businessmen, the abundance of opportunities in a big city like Columbus indicate that the city is very rich and famous.

"The father of this unfortunate family, William Gerhardt, was a man of considerable interest on his personal side. He had set forth for America, the land of promise. Arrived in this country, he had made his way, by slow stages from New York to Philadelphia, and thence westward, working for a time in the various glass factories in Pennsylvania. In one romantic village of this new world he had found his heart's ideal. With her, a simple American girl of German extraction, he had removed to Youngstown, and thence to Columbus". [4, p.51]

This passage tells the story of how Jenny's father, William Gerhardt, came to America and traveled from state to state. The first name of New York was New Amsterdam, and when England took control in 1664, King James II of England named it New York in honor of the Duke of York- York County. Philadelphia is one of the largest and most populous cities in Pennsylvania. The city was founded in 1682 by William Penn. It is called the "Brotherhood City" in Greek because it is home to many different nationalities. The state of Pennsylvania is named after William Penn's father, and from Latin Penn Sylvania means "forested country."

"When, however, customers of shippers complained that cars from the Pennsylvania fields lost thousands of pounds in transit to Cleveland, Cincinnati, Chicago, and other points, detectives were set to work. Other families in Columbus—many of them—were constantly doing the same thing, but Sebastian happened to be seized upon as the Columbus example. Bass was no sooner in Cleveland than the marvel of that growing city was sufficient to completely restore his equanimity of soul and to stir up new illusions as to the possibility of rehabilitation for himself and his family. It was a wonderful city, and growing very fast. It was thus that the new life appealed to him". [4, p.63-64]

In the play, Sebastian, the family's eldest son, works as an apprentice in a wagon-building workshop, while being caught stealing coal to help a helpless family while transporting coal from Pennsylvania to Cleveland, Cincinnati, Chicago and other cities. By the time Bass went to Cleveland, the city was growing by the hour, not by the day. In a letter to Bass Jenny, Cleveland writes that it is a wonderful city, with theaters and beautiful streets. Cleveland is the second

largest city in Ohio and was founded in 1796 in honor of General Moses Cleaveland (Moisey Cleveland). However, as a result, the city was renamed Cleveland because the letter "a" was dropped in one of the local newspapers.

"One day there arrived from Cincinnati a certain Lester Kane, the son of a wholesale carriage builder of great trade distinction in that city and elsewhere throughout the country, who used to visit this house frequently in a social way". [4, p.119]

Cincinnati was founded in 1788 by John Cleves Simms and Colonel Robert Patterson. Topographer John Filson (also author of "The Adventures of Colonel Daniel Bowen") describes the city of Losantville as derived from four words in different languages and "a city on the banks of the Licking River." "L" is the first letter of the name of the Licking River, the Latin "mouth", the Greek opposite - on the contrary, the French "city".

In 1790, Arthur Sevier, governor of the Northwest Territory, renamed the city Cincinnati in honor of the Cincinnati Society of which he was a member. Nowadays, Cincinnati, and Ohio in general, is statistically the largest number of U.S. Independence War veterans, and land has been allocated to them as a token of gratitude from that state. In the early 19th century, Cincinnati was the first American city in the center of the country to compete with the east coast cities in size and wealth. As the first major continental city, it is sometimes referred to as the "first pure American city".

"Chicago was more central than Cincinnati. Buyers from the West and country merchants could be more easily reached and dealt with there. It would be a big advertisement for the house, a magnificent evidence of its standing and prosperity". [4, p.182]

In this passage, Chicago is said to be a much larger center than Cincinnati. Chicago is rightly considered the economic, industrial, transportation, and cultural capital of the Midwest. Unofficially, it is sometimes referred to as the "Second City" and the "Windy City." The name Chicago was originally translated as "shikaakwa", meaning "wild onion or garlic" when translated from Miami-Illinois by the local Indians, and was later changed to Chicago by the French. [5, p.263]

"Martha and her husband had gone to Boston. Her address was a little suburb named Belmont, just outside the city. William was in Omaha, working for a local electric company. Veronica was married to a man named Albert Sheridan, who was connected with a wholesale drug company in Cleveland". [4, p.228]

In the above passage the author appeals to the urbanonyms to make it clear that the protagonist's sisters and brother live apart from their father's house, are married, and have found their place in life. [6]

"Jennie heard with a desperate ache the description of a route which she and Lester had taken more than once, slowly and melodiously emphasized. "Detroit, Toledo, Cleveland, Buffalo, and New York." There were cries of trains for "Fort Wayne, Columbus, Pittsburg, Philadelphia, and points East," and then finally for "Indianapolis, Louisville, Columbus, Cincinnati, and points South." The hour had struck." [4, p.394]

In this passage at the end of the play, the writer uses more than 10 urbanonyms, and the protagonist chooses the exact railway station in order to remember every happy moment she spent with her late lover, the cities she visited. [7-12]

In short, the presentation of urban names in Theodore Dreiser's "Jenny Gerhardt" will enrich the content of the work and reach the reader more deeply. Through the names of the cities in the work, it is possible not only to gain a deeper understanding of the events of the work, but also to understand for what purpose the author used urban names. [13,14]

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METHODS OF TRANSLATING REALIAS IN THE NOVEL “DAYS GONE BY” BY ABDULLA QADIRI

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ABSTRACT

The novel “The Days Gone” by Uzbek writer Abdulla Qadiri considers one of the masterpieces of Uzbek literature. The author describes the events of Turkestan in the second half of the XX century and fascinates the reader with an exciting plot, a wonderful story of sincere love, and an authentic description of the lifestyle of the Uzbek people. The main actions happen around the main characters of the work Atabek, his beloved Kumush, their parents Yusufbek-haji and Uzbek-aim, Mirzokarim Kudidor, and Oftob-aim who are representatives of the upper class. The novel is written in a language that truly reveals all the features of the Uzbek language, its beauty, and laconicism. For this reason, the work itself is rich in various poetic means, such as metaphors, comparisons, and epithets. This work is aimed at studying and analyzing the words-realias in the work of Abdulla Qadiri, as well as comparing the translations of the novel into Russian by M. Safarov and into English by C. Ermakova in 2019 and M. Reese in 2020.

KEYWORDS: *Realia, Translation Methods, Assimilation, Calque, Transliteration, Nationality, Historicity, Culture.*

INTRODUCTION

The first historical novel "The Days Gone" by the Uzbek writer Abdulla Qadiri can be called one of such works where can be seen originality, an abundance of colors, and emotions in Uzbek literature. Written in 1922, the novel describes the historical events of the second half of the XX century. In his work, the author gives a detailed description of the Uzbek people's way of life, compares the way of life of ordinary peasants and rich merchants, and their relationship; tells about the activities of the last Kokand Khan Khudoyarkhan. [1]

Up to this day, the novel “Days Gone by” has been translated into many languages of the world, in particular into Russian and English. In 2009, the translation of this novel into the Russian language by Muhammadnodir Safarov was completed. Based on this work, in 2018 the English translator Carol Ermakova translated the novel into English. In 2020, the American translator Mark Reese made another translation of the novel into English directly from the original language. [2]

Carol Ermakova's translation was edited by J. Wickenden. The illustrator B. Ismailov decorated the novel with symbolic paintings in an attempt to convey the atmosphere of that time. One of

the striking characteristic features of C. Ermakova's translation is the melodiousness and poetry of the target language. The text of the work is complemented by various stylistic devices that convey the elegance and richness of Uzbek culture.

On the other side, the main merit of Mark Reese in the Uzbek literature and the Uzbek language is that he was one of the first who translated the novel "Bygone days" completely from the Old Uzbek language. One another important feature of Mark Reese's translation is historicity. The translator paid special attention to historical accuracy and reliability in translation. [3]

Due to this, the purpose of this work is to study historical accuracy, and the nature of words-realias, as well as to explore the methods by which the translation of realias was accomplished by the example of comparing the original novel "Days gone by" and three translation versions - two English (C. Ermakova and M. Reese) and Russian (M. Safarov).

Uzbek language	Саройнинг тўрида бошқаларга қараганда кўркамроқ бир хужра, анови хужралардакий гизтўшалгани ҳолда, бухужрада кип-қизилгилам, уларда бўз кўрпалар кўрилган бўлса, бунда ипак ва адрас кўрпалар (...) [4]
Russian translation	В глубине двора- отличающаяся изысканным убранством уютная <u>комната</u> . Если в других комнатах полы устланы кошками, то здесь- вместо них лежат ярко-красные ковры; если остальные снабжены бязевыми одеялами, здесь их заменяют <u>курпачи</u> из шелка и <u>адраса</u> (...) [5]
English translation by Carol Ermakova	In the far reaches of the courtyard, we see a <u>snug room</u> , marked by the elegance of its décor. If simple koshma felt rugs cover the floors in the rooms, here we find rich crimson carpets; if coarse blankets festoon the other quarters, here they are replaced by <u>kurpach</u> covers made of silks and <u>adrases</u> (...) [6]
English translation by Mark Reese	At the far end of the main yard, <u>a room stood apart from others through its singular beauty</u> : while the other rooms bore only felt rugs, this room displayed deep-red carpets; while others laid their heads on cotton quilts, here the owner slept among silk and <u>adras bedding</u> (...) [7]

The underlined words in this example can be attributed to realias since they reflect the nationality and historicity of the language. The semantic meaning of the words "hujra", "kurpalar", "adras" should be attributed to household realias.

The second word "kurpa" in this example also refers to everyday life and has an exclusively national color. In the translation of the novel into both Russian and English, the word "kurpa" was mistakenly replaced by its cognate word "kurpacha".

In the given example, the word "kurpa" semantically means a special cover for a sandali (a type of household heater). In the novel, the reader realizes that this household item is used on cold, winter days as a special device for keeping warm. However, in translation into Russian, this word was modified as "kurpacha" and subsequently acquired a different meaning. The word "kurpacha" in Uzbek means "a special mattress, a narrow-wadded blanket for sitting".

As a result of translating the word "kurpa" from the Uzbek language into Russian an inaccuracy occurred, hence the meaning of the translated unit was distorted, but at the same time, cultural and historical features were preserved, since the translation method used in this case. The translator used transliteration as one of the effective methods, which also enabled to accurately reproduce of the characteristic features of the Uzbek people and everyday life.

It should also be noted that the transliteration method was also used in English and as a result the word "kurpa" became "kurpach". But in this version of the translation, a semantic inaccuracy also formed, as in the Russian language. The word "kurpa" was mistakenly translated as "kurpach". Due to the significant difference between English and Uzbek culture, and to convey the meaningful color of the word as truthfully as possible, in the English version the translator provides his reader with a note on the word "kurpach"- a traditional quilted mattress stuffed with felt or soft cotton generally covered in silk or cotton, used not only on beds but also in the seating area.

However, here the word "kurpach" acquired two meanings: a) in the meaning of "blanket, to cover the body or mattress, bedding", b) in the meaning of "narrow wadded blanket for sitting."

In the second version of M. Reese's translation, the realia "kurpa" was translated as "bedding". According to the Cambridge Dictionary, this word has two definitions: 1) the covers on a bed, or the dry grass, etc., that an animal sleeps on, 2) the sheets, blankets (= covers to keep you warm), and other covers that you put on a bed. [8] In other words, the word "bedding", having a general meaning as bedding, sheet, blanket and mattress, in the example acquires a metonymic color and means only "blanket, bedspread".

But in the notes to the word "adras", the translator gives a full description of the word "kurpacha". "Korpachalar - heavy quilted mattresses with a cotton filling. Central Asians use them to sit and sleep on. Every spring the ladies of the household will change out the cotton. These futons are of the bride's dowry gifted by the groom so they can begin a household [7,582]. This description fully corresponds to the meaning of the original word and provides the reader with an explanation of the realia.

So it can be concluded that 1) the equivalent of the Uzbek word "kurpa" in English is "blanket"; 2) the word "kurpacha" does not have its equivalent in either Russian or English, but this word differs significantly from the cognate word "kurpa" and means "a narrow silk blanket filled with cotton wool for sitting."

The last word in this example "adras" should also be attributed to everyday life. The word "adras" from the Uzbek language means "printed cotton fabric with an oriental pattern".

In the work, this word was used to describe the decoration and grace of the room - "hujra", where Atabek stayed. This word also, having exclusively national and cultural color, does not provide a direct equivalent, both in Russian and in English. For this reason, the transliteration method was used in all translation variants. However, in the English translation, Carol Ermakova uses notes and defines the word "adras" as "striped or monotone semi-silk fabric with colorful designs.", and Mark Reese defines adras as a silk-and-cotton blend fabric, it retains the luster of silk but has a tougher weave to allow for more practical uses, i.e. korpachalar ".

Based on the example of these realias, it can be established that the translation of words-realias is an extremely difficult task and requires the special attention of a translator, both a linguist and a

culturologist. For this reason, when translating these words, different methods should be used, in particular transliteration or periphrastic translation, which, as the analysis of the above examples shows, is effective.

Uzbek	Борбўлсаяхши. Бироздансўнгэтолибкиргизарман, <u>варакипиширибқўйингиз!</u> [4]
Russian translation by M. Safarov	- Очень хорошо. Чуть погодя пришлю мяса, приготовьте <u>слоенные пирожки.</u> [5]
English translation by C. Ermakova	“Verygood. I shall fetch meat in a little while. Prepare some <u>puff-pastry pies.</u> ” [6]
English translation by M. Reese	That’s good. In a little while, I will send you to get meat to make us some <u>varaqi</u> [7]

In this example, the word "varaqi" is also a reality and belongs to the category of everyday realias. Semantically, this word means "one of the types of samsa, that is, an independent dish, similar to a pie, of an arbitrary (square, triangular or round) shape with a filling." "Samsa - "varaki" is widespread in the Fergana Valley, in the novel this meal is prepared in the house of the Kutidor, especially for the visit of Atabek. From this, it follows that this dish, especially with meat filling, was only prepared in the houses of wealthy merchants on the occasion of celebrations or for honorable guests.

The word "varaqi" takes its roots from the word "varok" in the Uzbek language, which means "paper". The word itself is based on the comparison, since the dough of such Samsa has many layers and is extremely crispy, due to a special cooking technique, and this layering is metaphorically compared to sheets of paper.

When translating into Russian, the translator used the assimilation to convey words, using the phrase "слоенные пирожки" which means "puff pastry". So it can be concluded that the translation variant is equivalent and fully corresponds to the meaning of Uzbek words.

In English, Ermakova used the calque method to translate from Russian. As a result, the phrase "puff-pastry" originated, which means "a flaky light pastry made from a laminated dough composed of dough and butter or other solid fat". And in this case, it was possible to preserve the semantic connotation of the word-realia, however, due to the use of calque in the Russian version, as well as in the English translation of Carol Ermakova, the concepts of nationality and culture were lost.

In contrast to the Russian and the first English versions, in the translation of Mark Reese, the transliteration method was used, and the word "varaqi" was preserved. Dealing with household realia, the translator provided a note and described the word as "fried meat pie" [7]. As a result, the translator managed to preserve the national color of the word-reality, as well as provide the foreign-language reader with notes on the word.

When translating realities in all translation options, the method of transcription of words dominates, while the methods of selecting an analogue and equivalent are rare. The reason for this is the uniqueness of the semantic properties of words in the Uzbek language and the lack of equivalent concepts in the target language.

CONCLUSION

From the analysis, it should be concluded that when translating realities, the method of transcription of words dominates, while the methods of selecting an analogue and equivalent are rare. The reason for this is the uniqueness of the semantic properties of words in the Uzbek language and the lack of equivalent concepts in the target language. Therefore, words-realias and their translation require a special attitude, and multifaceted analysis, including not only the study of the linguistic and grammatical features of the language but also a thorough study of the culture and history of the development of the original language.

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COLLABORATIVE LEARNING IS A METHOD OF TEACHING AND LEARNING

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ABSTRACT

This article highlights general approaches on collaborative learning as a method of teaching and learning in which students work together. A collaborative activity assists to generate ideas in a team as well as explore an important question or create a project.

KEYWORDS: *project, learning, teaching, method, collaborative, Google hangouts*

INTRODUCTION

Collaborative learning is the educational approach of using groups to enhance learning through working together. Groups of two or more learners work together to solve problems, complete tasks, or learn new concepts. This approach actively engages learners to process and synthesize information and concepts, rather than using rote memorization of facts and figures. Learners work with each other on projects, where they must collaborate as a group to understand the concepts being presented to them. Through defending their positions, reframing ideas, listening to other viewpoints and articulating their points, learners will gain a more complete understanding as a group than they could as individuals. [1]

Collaborative learning redefines the traditional student-teacher relationship as activities can include debates, joint problem solving, collaborative writing, study teams and group projects. This can happen in either in a classroom setting or in e-learning sessions using Google hangouts or skype, allowing students to converse freely on the subject. Learning here happens within the dialogue of the group, with student led conversation that is not overseen by a teacher or instructor. The teacher will usually only prompt the group when asked questions about the work in order to direct the students on their learning path. The work of the end of the session is shared between the group and such as, it is assessed as a group effort. Some collaborative learning approaches also get students of mixed ability to work in competition together, which helps to drive more effective collaboration. [2]

Methods. A collaborative activity for generating ideas

Below is an activity using collaborative techniques for generating ideas in the classroom; the activity has been used in EFL university writing course. For this example, students are preparing to write an opinion essay on the following topic: “What is the most important problems in the world?”

Activity summary. The objective is that students will be able to collaborate with other students to generate ideas for an essay topic and reflect on how their ideas were similar to and different from those of other students. The technique is suitable for teenagers and adults, it is recommended for learners at the intermediate and advanced levels. The technique can be modified for use with learners of other ages and language levels. The materials required are sheets of paper or cards for each group “label”(in this case, the name of the problem)and two sheets of paper for brainstorming/listing for each student group. The activity should take approximately 15 to 20 minutes. Following is a summary of the steps in the activity: The whole class brainstorms a list of the most important problems in the 12 world. Groups are assigned different problems; each group brainstorms reasons for choosing this problem as the most important. Groups are reassigned a different problem and brainstorm a second time. Groups compare the answers of different groups and discuss similarities and differences in ideas. [3]

Results. Below, the steps of the activity are presented in more detail. Tell students they are going to work on generating ideas for an essay topic. Present the essay topic: “What is the most important problem in the world? Explain the reasons for your response with details.” The objective is that students will be able to collaborate with other students to generate ideas for an essay topic and reflect on how their ideas were similar to and different from those of other students. Ask the full class, “What are the main problems in the world?” Students will provide main problems in the world at first (climate change, poverty, corruption etc.). List them on the board. Ask the students, “Are there any other problems in the world?” Add other problems to the list (discrimination, conflict wars, etc.). Divide students into groups of three or four. Assign one problem to each group. Have a student in each group write the name of the problem on a card or sheet of paper and display it in front of the group as a label for that group. Note that if you have a large class, more than one group might be assigned the same problem. Instruct groups to brainstorm as many reasons as they can to support the idea that the problem they were assigned is the most important problem in the world. They should write their reasons on a different sheet of paper – not on the paper or card that gives the name of the problem. Set a time limit of two or three minutes – or a bit longer if the groups need more time to brainstorm and write. Circulate and make sure all students are getting a chance to offer suggestions. Provide vocabulary as needed. At the end of the time limit, collect the cards or pieces of paper with names of problems and redistribute them to different groups. Have the groups (on a new sheet of paper) brainstorm reasons why the new problem is the most important. Again, allow two to three minutes. Collect all the lists from the groups. There should now be two lists for each problem (in large classes, they may be more than two lists for each problem). Keep the two list for each problem together and distribute those two lists to a group that did not discuss reasons for that problem. [4] Instruct students to find the ideas from the two lists that are similar and ideas that are different. Tell students to choose three to five of their favourite ideas those lists. Have the groups share with the full class some of the similarities and differences they found on the lists, along with their favourite ideas.

Analysis. At the end of the activity, ask students to talk about their thought process. You might ask some or all of the following questions. You might ask some or all of the following questions:

Did the activity lead you to change your ideas? Were any of the ideas from other groups surprising? Do you think you would be able to come up with this many ideas on your own? Did someone have an idea that you wouldn't have thought of? Did you learn any new vocabulary during this activity?

It is important to note that prewriting activities of this type will result in better writing only if there is writing produced in the end; students still need to spend most of their time writing in order to gain proficiency in this skill. Following the collaborative prewriting activity, the next step is for students to select and organize ideas. One way of transitioning to this step is to place the lists of reasons that students generated in different areas of the room. Tell students to walk around to read the lists and choose which problem they have decided is the most important in the world – the problem that they would like to write about. Students can choose any problem – they do not have to write about one of the problems they brainstormed lists that they will include in their writing. Let students now that they can add ideas of their own that are not ready on the lists. A template of a basic outline could be used – written on the board or distributed as a handout – for students to fill in their selections and add support, such as examples or additional details. The structure of the outline should be based on the organizational structure of the essay that the teacher will assign. The outline could look something like this: The most important problem in the world is the _____ because _____ and

Reason1: _____.

Example/Details: _____.

Reason2: _____.

Example/Details: _____.

Discussion. After students fill in their outlines, they can use this organizational structure to write their ideas in paragraphs to form essays and extend their ideas with additional detail. This outline is a template that can help students become familiar with the process of organizing their ideas when they write, but as students develop their writing proficiency, they should be encouraged to try different ways of organizing and presenting their ideas.

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IMPACT OF PHYSICAL EDUCATION ON THE MORAL ETHICS IN ADOLESCENTS IN MODERN EDUCATION

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ABSTRACT

The goal of this study is to see how physical activity and sports might be helpful to adolescents' development in social standards. Physical activity and sports are critical in instilling in adolescent people the importance of the social values in their lives should be much preferred. The relevance of connection in educating both the mind and the body was studied in a review of the literature. Furthermore, it promotes social ideals among adolescents, allowing them to form social relationships with their peers. Furthermore, the advantages of education and training might influence the adolescent's academic learning as well as physical exercise. The purpose of this study is to influence adolescents towards participation in physical activities besides modern education.

KEYWORDS: Sports, Moral Values, Physical Education, Adolescents, and Youth, Modern Education.

INTRODUCTION

In this modern world sports activities plays an important role in modern education. It directly contributes to the development of physical ability and fitness in the mind and body. It also helps young people and adolescents to understand the importance of living a physically and mentally active lifestyle. Although academic performance is the result of a complex interplay between intelligence and contextual factors, a child's ability to learn is moderated by their health [1].the students who are motivated in their academics for the sports are more likely to be healthy and physically active. In other words, physical education and sports are restricted to the core curriculum in some schools. Well, physical education is the only program that provides several opportunities for adolescents to gain more moral ethics and valuable skills in mental and physical fitness. Before discussing the physical health advantages and fitness, it's crucial to remember that academic success is influenced by a variety of factors. Socio-economic-economic status (Sirin, 2005), maternal participation (Fan and Chen, 2001), and a slew of other demographic variables are among them. A parent's clear expectations for their child's academic achievement are significant predictors of student academic performance [2]. Prevention of disease, safety, trauma avoidance, mitigating hazards, early death, and improved mental health are all advantages of physical activity. Physical education is a course in which students learn about all of the advantages of being physically active, as well as the skills and information needed to incorporate safe, enjoyable physical activity into their lives as well as how to engage with one another (National Association for Sport and Physical Education, 2001). Furthermore, physical education

courses should be accessible from preschool through secondary school. Multiple health advantages occur when children and adolescents engage in at least an hour of exercise each day [3,4].

Its goal is to address a wide variety of physical exercises and to encourage individuals who lack learning to participate in scheduled competitive sports. This study is targeted to motivate adolescents to the physical exercises and gain healthy and sound mental and physical fitness as shown in figure 1.



Physical exercises learned in the modern education system (figure1)

Sibley and Etnier undertook a meta-analysis of available research on the relationship between physical activity and youth cognition. Two other evaluations looked at the evidence for links between physical exercise, cognitive physiology, cognition, emotion, and academic achievement in children, using data from human and animal studies spanning the lifespan [5,6,7].

1. Role of physical education in modern life:

With the increasing rate of physical activities in modern education plays a very important role in the life of human beings. Besides it, we can evaluate the outstanding performance in the modernization as we notice everybody outside the home go for walk and exercises early in the morning or evening. Physical education and regular exercise, fitness levels and cognitive skills enhancement, and academic success have all been studied in depth. Several studies, for example, have discovered a link between increasing physical fitness and academic achievement [8,9,10]. Although we find the unique value of sports in this modern world.

- *Physical Health benefits:* physical education learned by an individual these days exceeds the great benefits related to health. It keeps a person fit and maintains the stamina which is helpful to work in excess as the excess work is required to maintain the status and prestige by fulfilling social demands.

- *Mental health benefits:* physical education is beneficial for mental health. It keeps a human being away from depression and anxiety. If a person is mentally sound then he or she can plan better for his or her future.
- *Empower the cognitive sense:* the cognitive power of the person is the backbone of health as physical education keeps much important to maintain the healthy cognitive sense of humans.
- *Promote confidence and enthusiasm:* in this modern life, everybody wants to reflect good confidence which is gained by the active presentations of an individual. This active enthusiasm is achieved by physical activities like yoga, jogging, and other exercises.
- *Status, prestige, and stylization:* A sport is being a good opportunity to reflect a good fashionable lifestyle. Some people consider it as the stylization to show off. They are keenly interested to spend more on sports accessories and brand alert. Purchasing a brand is to highlight status, prestige, and stylization.

2. Role of physical education in school activities

Before entering the age of adulthood they cross the school-going age as the adolescent's age is half crossed in school and the rest of it is in colleges. School activities can develop the interest of a student in physical activities so physical education plays a very important role in school-going age as it is shown in figure 2.



Active students are the better learners (figure2)

- *Helpful to generate the interest in sports:* only the school sports activities can generate the interest in sports. If a person is not able to perform sports in childhood then it will be very difficult to perform them in youth.
- *Maintain physical fitness:* school-based sports in children can develop physical fitness which will be helpful in regular and good physical growth.

- *Maintain mental fitness*: if a student is good at sports then he or she will have sound mental growth. Good mental growth helps learnability at that current age of learning.
- *Healthy growth of children*: these days we observe that every next child is having physical disorders as low physical activity is responsible for it. So the researcher would like to suggest the excess physical activities in growing age.
- *Maintain a good posture*: if someone is not active physically and continuously working on laptops or computers will suffer the problem of kyphosis. With the adoption of physical sports, it is helpful to maintain a good posture.

3. The College Sport Modernization Promotion Strategy

This content of physical education in the college is merged into the effect of physical education in colleges. It also relates to the quality arranged for students. The manifested reflection of the fundamental and core principle of intercollegiate athletic modernization is the modernization of the curriculum of college physical education. The educational components and learning materials used by teachers and students in college physical education refer to the modern curricular structure, instructional material content, and instructional methods and means.

- *Recognize the importance of modernizing school sports*: The achievement of an activity is directly determined by whether or not the value system is accurate. The value orientation of physical education in our country's schools can help us to abstractly and objectively understand the evaluation of gains and losses, as well as a summary of experience in the development of school sports, establish initial standards for the school physical education system and subjective values that adapts to social development, and lay a solid foundation for further development and empowerment of school events in the new century.
- *Moderately advanced strategy*: Modernization of thinking and concept is the antecedent of school sports modernization, and it holds a worldwide, fundamental, and leading position in advancing the process of school sports modernization. The modernizing of school sports is predicated on the advancement of ideas and concepts in school sports instruction.
- *Balanced development strategy*: In our country, the advanced notion of physical education is steadily transferring to practice. Investing and resource allocation in education are not reasonable. The environment in which schools and teachers operate is uneven. Competitive sports consume a significant amount of sports resources. Regular school development environment and supportive legislative framework are not flawless, and compulsory and non-compulsory education development is not balanced.
- *Coordinated development strategy*: The internal and external coordination of college sports modernization mostly refers to making college sports evolve in tandem with lifetime sports, community sports, and competitive sports. College physical education is responsible for laying the framework for lifelong sports participation. Neighborhood sports provide curriculum materials, education environment, and other factors, whereas college sports give supervision, counseling, planning, and training.

CONCLUSION

The current study focuses on how physical activity and sports might assist youth to develop social values. Physical education and athletics activities are regarded as critical components of both education and culture. It develops each individual's ability, willpower, moral ideals, and self-discipline as a completely integrated person in society. Physical exercise and sports participation must be validated throughout life through a worldwide, lifelong, and democratized education. To summaries, education in general, and the physical core curriculum, should address the needs of maximally developing individual talents and providing possibilities for personal fulfillment and social contacts, both of which are essential in human coexistence. So, we conclude just after the review of concerning research that there is a highly positive impact of physical education on the moral ethics in adolescents through the modern education system.

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THE SUBJECT, CONTENT AND ESSENCE OF THE SCIENCE OF PROFESSIONAL PSYCHOLOGY

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ABSTRACT

This article analyzes the subject, content and essence of the science of professional psychology. Psychology is the scientific study of mind and behavior. Psychology includes the study of conscious and unconscious phenomena, including feelings and thoughts. It is an academic discipline of immense scope, crossing the boundaries between the natural and social sciences. Psychologists seek an understanding of the emergent properties of brains, linking the discipline to neuroscience.

KEYWORDS: *Content, Professional Psychology, Behavior, Conscious, Phenomena, Academic Discipline, Occupation, Retirement.*

INTRODUCTION

Psychology - the origin of the psyche, the laws of development, as well as a variety of consciousness and subconscious phenomena in man the science that studies appearances. Psychology Greek «psyche» and «logos» derived from the word «soul», meaning «science», «doctrine» about «soul» means. In modern science, the term «psyche» is used instead of «soul» application accepted. [1]

As a child grows up, he chooses a profession or occupation based on his interests and abilities. Professional activity is important in everyone's life. Because professional activity will become an integral part of human life for a long time. Psychological research has shown that people's health and happiness are closely linked to their chosen profession. People who chose their profession by force of their parents did not have any health problems, depression, unhappiness, or any increase in their professional activity. From the very first steps, parents think about their children's future. They try to determine their professional future by observing their children's interests and abilities. [2]

One of the current psychological problems for our society is the retirement of an employee. Changes in socio-economic conditions create a new social task - psychological difficulties for retirees. They also need psychological help and support. The multifaceted psychological foundations of personality and occupational adaptation have traditionally been explored by occupational psychology. However, the process of full professional development of a person is not defined. Emerging at the turn of the twentieth century, occupational psychology studies the

types of professional activities, the requirements of the activity to the person, his psycho physiological capabilities, professional abilities and skills. [3]

According to common definitions, psychology is the study of mental facts, their laws and mechanisms. Psychology is also the science of the laws governing the reflection of objective reality in human activity and behavior. Research in the field of psychology and the theoretical resources studied, as well as the processes of interdisciplinary integration, have led to the emergence of many disciplines in the field of psychology. They can include professional psychology. [4]

-To know the content and essence of the science of occupational psychology, the components of career guidance, methodological bases of occupational psychology, methods of occupational psychology, the method of product analysis, the method of timing, the method of observation, test methods;

- Career choice and personality traits, the formation of professional self-awareness, the psychology of occupational safety. Psychological issues of occupational safety in the workplace. The work team will be provided with skills in mental state, professional skills.

- Crisis in choosing a profession, diagnosing the formation of professional abilities, various difficulties that arise in the process of professional formation, the ability to make a conscious choice of profession and career guidance. [5]

From the above considerations, it can be seen that psychological research on labor activity does not give people a complete picture of professional purpose, professional identity, professional formation, reasons for choosing and changing professions, and stages of professional development. They, in turn, are the subject of occupational psychology. It is the knowledge of the profession that is required to guide the work of choosing a profession, to make a conscious choice of profession, to overcome professional crises and difficulties. Therefore, there is a need for knowledge of occupational psychology today. [6]

The subject of occupational psychology is the study of the mechanisms, laws and psychological characteristics of the professional formation of the individual. Therefore, it can be said that occupational psychology is one of the branches of psychology, which studies the laws of professional selection, career development, professional development, as well as the level of individual ability to work. [7]

The object of occupational psychology is the interaction or interdependence of an individual with a profession. Occupational psychology is an independent branch of psychology that has its own subject matter. In this respect, it differs from the object and subject of the sciences of labor psychology, engineering psychology, psychology of youth and pedagogical psychology. [8]

Occupational psychology is a branch of psychology that studies the development and laws of human mental activity, and studies the processes, situations, and characteristics of an individual in the process of labor. The tasks of occupational psychology include psychological problems of labor activity, psychological conditions of labor productivity, mode of work and rest, psychological analysis of types of work, selection and placement of personnel according to their individual psychological characteristics, psychological analysis of industrial accidents and trauma issues such as causes. [9]

The difference between the subjects of occupational psychology and occupational psychology should be emphasized. EA Klimov describes labor psychology as follows: labor psychology as a science is a branch of psychology that studies the methods, ways and conditions of solving problems in the field of human activity and formation as a subject. Occupational psychology is the study of how a person develops professionally. In this case, personal development is considered as a professional formation. Occupational psychology is the branch of occupational psychology that deals with the study and scientific analysis of the psychological components of occupations or the psychological requirements for those working in a particular profession. [10-12]

Professional behavior plays an important role in different socio-cultural and socio-economic views of the specialty. With a focus on the psychomotor motivational and cognitive qualities of the individual, the main focus is on professional achievement. The relationship between the individual and his or her profession, as well as the relationship between the professional function and the structure of the professional world, is analyzed. [13,14]

The methodological basis of occupational psychology is the concept of professional formation of the individual. The essence of this concept is that in the process of choosing a profession, a person develops in terms of quantity and quality, that is, they enrich their direction, through which experience and potential are formed. Crisis, conflict, and destructive change can occur in the process of professional development. The speed of this process depends on biological and social factors, as well as on random events and vital professional events. [15-17]

Types of professional formation

The path and pace of professional development is determined by a number of factors. They can include age, individual-psychological, professional technological and socio-economic factors. Professional development is defined as the enrichment of potential and important professional qualities, increasing the efficiency of labor activity. Psychological aspect of professional formation. Psychological support and assistance to people in working for self-development and professional self-realization and devoting all their efforts to solving various problems, creating conditions and opportunities, mastering destructive traditions of professional and personal development show, create an opportunity for professional self-awareness. [18-20]

A person must be able to independently understand the psychological potential of the profession in relation to the content and requirements of professional activity, as well as to find meaning in the work performed in a particular socio-economic situation, to be able to protect themselves professionally. [21-24]

Constant self-transformation, preparation and professional ability, self-realization, ability to manage one's professional life, overcoming destructive situations in professional development and promotion in productive personal-oriented professional activities.

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THE ROLE AND IMPORTANCE OF FRUIT AND VEGETABLE GROWTH IN ENSURING FOOD SECURITY IN UZBEKISTAN

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ABSTRACT

This article is based on the role and importance of fruit and vegetable production in ensuring food security in Uzbekistan. In addition, economic analysis of the results of the study conducted in 2021 on the topic was carried out and scientifically based conclusions and recommendations for improving the economic efficiency of fruit and vegetable growing were developed.

KEYWORDS: Agriculture, Food Security, Fruit And Vegetable Growers, Fruit And Vegetable Standards, Uzbekistan, Population.

INTRODUCTION

In today's digital economy, increasing the volume and improving the quality of fruit and vegetable production is important for the effective implementation of reforms aimed at ensuring food security in connection with the sharp increase in agricultural production in Uzbekistan. This is due to the fact that in recent years, the negative consequences of various conflicts between some countries on food security can have a negative impact not only on the world, but also on Uzbekistan, which is widely recognized on social media. It is estimated that one in nine people in the world today is malnourished. According to statistics, Uzbekistan produces more than 21 million tons of fruits and vegetables a year. The fruits and vegetables grown are the sweetest and most beneficial for the human body due to the combination of natural and soil-climatic conditions. In this regard, the fruits and vegetables grown in our country are world leaders in terms of their richness in micronutrients and various biological substances necessary for human health. [1]

According to the statistics, the most important task today is the effective use of organizational and economic mechanisms that encourage the growth of per capita production of food products, including full-vitamins fruits and vegetables, based on medical standards. On December 15, 2021, the President of the Republic of Uzbekistan adopted Resolution No. PP-52 "On measures to support the fruit and vegetable sector, further development of the cluster and cooperation system in the industry." Its purpose is to integrate the processes of production, processing, storage, service and sale (export) of fruits and vegetables in the country, to develop the activities of clusters, to ensure food security and increase exports. On the basis of Annex 3 to this resolution, the structure of the "Agency for Horticulture and Greenhouse Development" under the Ministry of Agriculture was approved. The resolution also introduced a number of organizational and economic trends in the state support of the fruit and vegetable system in the country. According to this document:

- for farms, personal subsidiary plots and other commodity producers - loans are provided at a rate of 14% per annum (including 2% bank margin) up to 50% of the value of the crop for a period of 12 months, including preferential 6 months, for growing fruits, grapes, vegetables, potatoes, gourds, herbs and medicinal plants, legumes and oilseeds;
- for the processing, storage and export of fruits and vegetables, a loan is provided for 12 months at a rate of 14% per annum (including 2% of the bank margin) to refill working capital necessary for the purchase of agricultural products;
- it has been established that compensation for fruit and vegetable clusters (cooperatives) and farms is 50% of the insurance premium paid when using the fruit and vegetable risk insurance service, but not more than 1% of the sum insured, provided that the sum insured covers the cost of the product by at least 70 percent;
- fruit and vegetable clusters (cooperatives) - 50% of the cost of attracting qualified agronomists, entomologists, laboratory specialists from abroad, but not more than the equivalent of 1 thousand US dollars per person per month through the district departments of the Ministry of Agriculture, including fruit and vegetable production, while it is recommended to conduct seminars and trainings for gardeners and winegrowers, vegetable growers, potatoes, melons, legumes and oilseeds, etc.

Due to the high role of private household farms, landowners, farms specializing in fruits and vegetables and agroclusters in ensuring the stability of food supply in the country, large-scale reforms are being carried out to develop these businesses. However, there are a number of problems and shortcomings in the system of fruit and vegetable growing, the effective use of existing arable land, the introduction of innovations in production processes. Research shows that today in the fruit and vegetable system of Uzbekistan the volume of production and product quality do not meet current market requirements. Yields are very low, especially in orchards and vineyards. For example, in foreign countries 70-100 tons per hectare of intensive orchards and up to 130 tons per hectare are harvested, in Uzbekistan 10-30 tons per hectare, and 4-5 tons per hectare of traditional orchards and vineyards. According to the data, the Netherlands annually cultivates 1 million hectares of its land and exports \$ 102 billion worth of agricultural products. In Uzbekistan, according to current statistics, there are about 4 million hectares of arable land. Of this, about 2 million hectares of agricultural land, except for cotton and wheat, are grown on the basis of state orders. The composition of about 2 million hectares of agricultural land is the lands of dehkan farms, landowners' lands and lands belonging to various types of farms. Today, 31 agro-logistics centers for sorting, packaging, processing and export of fruits and vegetables have been established in Uzbekistan. However, due to lack of working capital and constant production, only 10-15% of the available capacity is used. [2]

The fact that the current activities of fruit and vegetable producers today do not meet the requirements of a market economy poses a threat to the future sustainability of food security. This is because any grower can earn up to \$ 10,000 by growing a certain type of product on 1 hectare of land and exporting it. Someone else could plant a crop that would bring in \$ 2,000 instead. This is called irrational land use in science. After all, some landowners are depriving themselves and their country of more or less \$ 8,000 per hectare. At this point, the question arises as to why the economic efficiency of fruit and vegetable farms, landowners and farms is different? In our opinion, the efficiency would be higher if farmers specializing in the cultivation of fruits and vegetables had the same economic and technological independence as their own

farms and landowners. Because in this case, what does a fruit or vegetable farmer plant on his land, when does he plant, where does he sell the product, and how does he finally distribute the profits? solves a number of issues independently. Based on the above, issues such as the implementation of quantitatively and qualitatively positive changes in the system of fruit and vegetable growing on the basis of effective structural changes in the current activities of producers in this area have been identified as priorities. [3]

In this study, we reviewed statistics on the state of fruit and vegetable growing in Andijan region, which covers 1% of the country's land area but is home to about 10% of the country's population. As of January 1, 2021, the population of Andijan region has exceeded 3,260,000 people and averages 744 people per square kilometer in the region. This figure is an average of 75 people in the country. There are 201026 hectares of irrigated arable lands in the region, of which 28836 hectares are orchards and vineyards, 10041 hectares are vegetable plots. A total of 28,836 hectares of land in the region are used for fruit growing. Of these, 26,592 hectares, or 92 percent, are orchards. In 2021, a total of 683,000 tons of fruits, 1,771,000 tons of vegetables and 93,000 tons of grapes were grown in the region. If we compare these figures for each population of the region: for every inhabitant of the region ($683000 \text{ kg} / 3260000 = 209.5 \text{ kg} / \text{person} / 365 \text{ days} = 574 \text{ gr} / \text{day}$) grown in the region, an average of 574 grams of fruit per day. In the vegetable sector, vegetables grown in 2021 will cost an average of 1,487 grams per day per capita ($1771000/3260000 = 543 \text{ kg} / \text{person} / 365 \text{ days} = 1487 \text{ gr} / \text{day}$). According to the World Health Organization, the per capita consumption of fruits and vegetables from agricultural products should be increased to 400-500 grams per day, but, unfortunately, this norm is 150-200 grams on average worldwide. International nutritionists recommend that fruits and vegetables make up at least 50 percent of the food consumed by humans. [4]

If the average per capita production of fruits and vegetables in the Andijan region is 2061 (574 grams of fruits + 1487 grams of vegetables), then according to the standards of the World Health Organization, 1661 can be used to consume 400 grams per capita per day. And there is the possibility of exporting fruits and vegetables, i.e. 521,000 tons of fruits and vegetables. This ratio corresponds to an average of 9.7 tons of fruit and vegetable exports per hectare for 53,377 ha of fruit and vegetable fields. Fruits and vegetables cost an average of UZS 5,000 per kilogram, while fruit and vegetable exports cost UZS 48,500,000 or US\$4,400 per hectare. These calculations are carried out taking into account the optimal quality and storage of grown vegetables and fruits, the minimum level of losses during transportation. These opportunities in the process of growing fruits and vegetables in the Andijan region show that compared to the export of fruits and vegetables in the Netherlands (\$1/12000), we still have a lot of work to do in this sphere. [5]

According to the results obtained in the process of scientific research on increasing economic efficiency in the fruit and vegetable industry, in order to increase the production of fruits and vegetables, improve their quality at the level of today's demand, effectively introduce innovations into the industry and increase the economic efficiency in this industry to the optimal level, we propose the following:

- effective formation of a cluster system that stimulates the mechanism of "cultivation-preparation-storage-processing, transportation, marketing" in the activities of fruit and vegetable growers in agriculture;

- Introduction of justified innovations in the field of fruit and vegetable growing farms and landowners;

-increasing the material interest of growers on the basis of mechanisms that adjust the quantity and quality of fruit and vegetable products to market requirements;

- to take measures to optimize costs through the digitization of the fruit and vegetable system;

-formation of an assortment of quality products in the system on the basis of diversification of fruit and vegetable systems, etc.

In conclusion, it should be noted that today the improvement of fruit and vegetable growers through digitalization and diversification will increase their economic efficiency, first of all, increase the production of fruit and vegetables, improve their quality and independently introduce new innovations in the industry.

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THE ROLE OF THE NEIGHBORHOOD INSTITUTION IN THE UPBRINGING OF HARMONIOUSLY DEVELOPED GENERATIONS

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ABSTRACT

The territory of Uzbekistan has the beginning of the mahalla of the unique form of self-government social organization. The neighborhood is directly through the public history, the community of people, is a past two thousand years. It is an event typical of our nationality. In this article, during the years of independence, this article is opened by the mahalla at the reforms and youth at the mahalla institution during the years of independence.

KEYWORDS: *Neighborhood, Youth, Reform, Society, People, Spirituality, State. A Citizen.*

INTRODUCTION

On the basis of all sectors of our lives, the resumption of our spirituality, the preservation of our rich historical heritage, the development of our rich historical heritage, the most important, most important, change, changes in the society, and the rise. The connections in our country The formation of the free citizen in building a new life, a new society's foundation creates the issue of formation.

Today, the issue of raising the age and harmoniously developed generation has risen to the level of state policy. Because the harmoniously developed generation is the future of our Motherland and our offspring. It is a topical issue of our day to absorb our national-official and spiritual reality to their minds, arming our spiritual and rich history to their minds, and cultivating our national-official, spiritual and rich history. In finding a solution to this issue, the citizen-self-government body has a special place of the small community, which is named after the Society.

During the years of independence, the mahalla achieved the status of a historical and developed country, and the unity of citizens in its territory, the unity of citizens, humanity, economic and administration, sociality became a means of tying the relationship.

On the basis of the creativity and life experiences of our people, the creative management system of the people of our people - the system of self-government of self-government is not similar to the world practice - the Democratic Institute, which serves to unite society with a person.

In the beginning of the word "European Harto Right Management"

- "The local authorities of the government are one of the foundations of any democratic order;
- Calculations the right to participate in the management of social work is one of the democratic principles supported by all EU member states, "said [1].

Indicated, multifaceted, multifaceted, and the history of the human life, the neighborhood, mahalla history and prospects itselfatic, as well as a multifaceted, and the history of the human life embodies the whole presence of human life, the state, the society's element. From the Sad of the Sandens of the new family informs the world, it is a dwelling of the last two door to the end of human life for our neighborhood.

The solidarity of harmoniously developed the situation in our country during the years of independence, the realization of healthy, harmoniously developed generation, and create opportunities for young people who fully meet their modern requirements, and create opportunities to raise them to all-year-right, well-being. Great work has been done in terms of scale.

It should be noted that the fate of our country and the young people that define the future of our people, and the reforms and effort aimed at breeding, talent, efforts, effort in various fields of our society are special emphasis. In order to rise the level of the priority of state policy of the industry, young people 2010 "Year of Youth", 2015 , 2018, "Year of Youth" It is declared the "Healthy" year, and the education of state programs in this regard has also opened the work of great opportunities to young people. The work done, as the result of the achievements of the country, are able to build a large-scale tasks. The young generation with his independent opinion is coming to our ranks.

The priority of the public on the mahalla and its ancient and traditions, which is the national model of self-government, and the priority of the public is a great educational task. The neighborhood's elders are invaluable in their experiences, when their achievements become a broad worldview, will, and courageous, national pride, confidence in tomorrow.

The public opinion that has a strong influence here stands on the basis of justice and spiritual criteria of the mahalla's behavior. In this sense, the neighborhood can be called a Democracy Maze Center. "[2].

Scientists of the international community are recognized as the unique system of the neighborhood institute in the process of studying the civil society based in the country. Darkness is the next social space in the Family forming a free civil person in cooperation with the state in the management of civil society in civil society in civil society. A free citizial personality requires high enlightenment and perfection first.

The need to provide social stability in the country requires existing traditional institutions (family, mahalla, educational institutions, etc.), to achieve its activity in this regard and admit their development. It is advisable to formulate the ideal of the ideal of high spirituality perfect humanization in the country - the ideal of highly spiritual perfect humanity [3].

Current political reforms, especially the widespread liberalization of society, is one of the necessary conditions for building a civil society based on the rule of law. This democratic change should focus on the legitimate social justice, the ultimately turning it into the main criterion and rule of society. It is crucial in this regard to be a high level of citizens from socio-political-political and legal and spiritual places.

One of the most optimal ways to achieve this is to educate the younger generation as a highly spiritual perfect person. Based on the above points, you can give suggestions and recommendations during a number of practical experiments. [4]

They are the following;

- Organization of rural museums equipped with the exhibits of people who have high reputation of the younger generation in the field of local citizens in places of self-educated citizenship in the younger generation in local authorities,

- Involvement of qualified teachers for the people library, theaters, and inspecting theaters in each village assembly,

Involvement of qualified qualifications to the population living in the mahallas, specialists in family and personal matters,

- Har a village assembly, build sports complexes aimed at developing women's and women's sports,

- Establishes and economists in the local population, consisting of economists, "at least once a month to provide entrepreneurial activities, provide practical assistance to the unemployment layer to receive and use credit

- Placing the official buildings of the Papulinctoror (Hoop) inspectors where MFY is located in the building or close, [5]

The above conclusions and recommendations will allow us to use the prestigious mahujuz in the formation of highly spiritual developments.

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SYNTHESIS OF BIOLOGICALLY ACTIVE COMPOUNDS BASED ON *o*-FERROCENYLBENZOIC ACID

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ABSTRACT

The article provides information on the importance of biologically active compounds derived from ferrocene, one of the important representatives of metallocenes, in the chemical industry, medicine, pharmacology, on the synthesis of an o-ferrocenylbenzoic acid derivative with amygdalin ([[(6-O-β-D-glucopyranosyl -4-O-(o-ferrocenylbenzoyl)-β-D-glucopyranosyl)oxy]phenyl) acetonitrile), reaction with monomethylol-urea and reaction product (1-(2-carboxyphenyl)-1'-N-methyloxy-ferrocenylamide), as well as the results of IR and mass spectral analysis and study of the biological activity of water-soluble salts of the obtained compounds.

KEYWORDS: Ferrocene, II-Complex, Physiological Activity, O-Ferrocenylbenzoic Acid, 1-(2-Carboxyphenyl)-1'-N-Methyloxyferrocenamide, AKHM, IR Spectroscopy, Mass Spectrometry.

INTRODUCTION

The use of biologically active substances that increase the productivity of agricultural crops will increase productivity and increase the ability to meet the growing needs of the population in goods derived from agricultural crops. The identification, synthesis and introduction of new types of sources of biologically active substances is one of the urgent tasks.

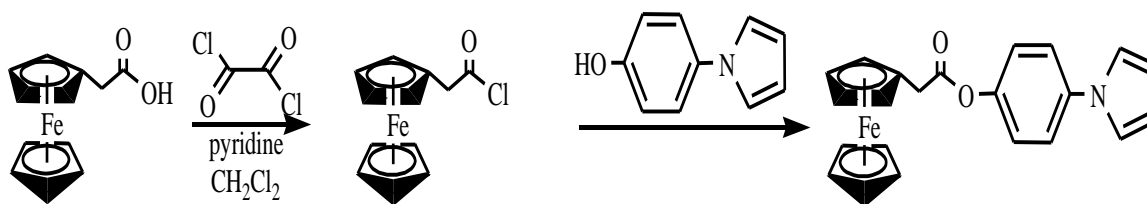
Currently, special attention is paid to the synthesis of chemical compounds that have a stimulating effect on the growth and development of crops, increasing the scale of their application. This indicates the need for efficient synthesis of compounds using available raw materials. In particular, it is important to synthesize new types of biostimulants based on compounds containing such trace elements as cobalt, manganese, iron, copper, zinc, and to study their biological activity by chemical and biological means. The synthesis and introduction of new biologically active compounds for agricultural crops based on *o*-ferrocenylbenzoic acid is of great scientific and practical importance.

Literature review. In 1951, with the synthesis of ferrocene, the synthesis of π -complexes, a compound of the “sandwich” type, which is a specific type of organometallic compounds, and their comprehensive study began [1]. The American chemist R. Woodward, based on the results of ferrocene acetylation, its stability and magnetic properties (ferrocene is a diamagnet), concluded that the iron atom in the ferrocene molecule is located between two mutually parallel cyclopentadienyl rings [2].

Since the discovery of ferrocene, many scientists have studied its properties and synthesized new derivatives. Biologically active products based on ferrocene are widely used in medicine, pharmacology, agriculture and other sectors of the national economy. One-dimensional polymers of *p*-ferrocenylbenzoic acid with $\text{Mn}(\text{OAc})_2 \cdot 2\text{H}_2\text{O}$ and $\text{Cd}(\text{OAc})_2 \cdot 2\text{H}_2\text{O}$ were synthesized by Chinese scientists and their structure and properties were studied [3].

The physiological activity and cheapness of ferrocene and its numerous derivatives make it possible to obtain great benefits from their use in various sectors of the national economy [4]. The physiological activity of ferrocene derivatives is determined by the specific structure of its molecule and the properties of some functional groups in derivatives obtained by arylation, alkylation, acylation, and condensation reactions. In particular, physiologically active products that are supposed to be obtained on the basis of ferrocene must meet the following requirements: non-carcinogenicity, low toxicity, good solubility in water, the easiest splitting and excretion, chemical, biochemical and physiological inertness [5].

The synthesis and study of new derivatives of ferrocene lead to their widespread use. In particular, chemical sensors, catalysts, antidetonators, supramolecular compounds, and antidiabetic, antiproliferative, anti-inflammatory, antianemic, antibacterial and many other biologically active drugs and compounds with medicinal properties are used in the relevant fields. Biologically active compounds of ferrocene can be used as a drug in the treatment of certain cancers through chemotherapy. For example, 4-(1H-pyrrol-1-yl)phenylferrocenecarboxylate modified with a pyrrole group has a high biological activity and has an antiproliferative effect on breast cancer cells [6].



Compounds such as ferrocenium trichloroacetate, 1-[1-ferrocenyl(ethyl)]benzotriazole and ferrosifen have a high level of biological activity, but very low toxic properties. These compounds have been shown in clinical trials to resist the proliferation of cancer cells [7, 8]. The anti-tuberculosis activity of the ferrocene derivative obtained by modification with quinoline showed effective results in vitro. The use of this quinoline-ferrocene hybrid in the amount of 2.5–5 $\mu\text{g}/\text{ml}$ in the fight against tuberculosis microbacteria showed the highest results [9].

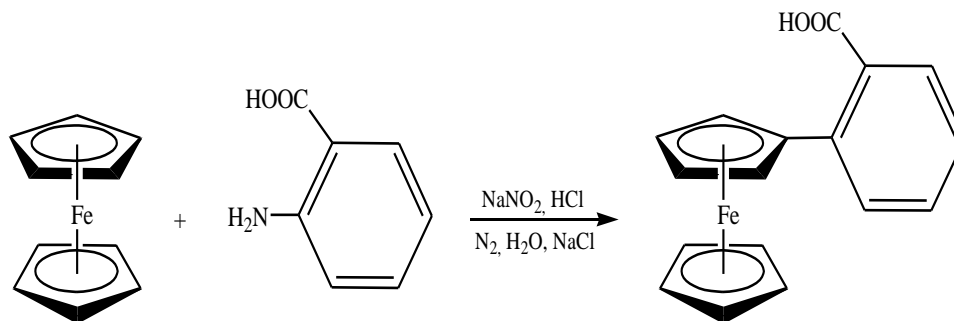
o-Ferrocenylbenzoic acid exhibits stronger acidic properties than *m*- and *p*-ferrocenylbenzoic acids, the acidic properties of which are almost the same; they are several times stronger than ferrocenecarboxylic acid [10].

Scientists from Andijan State University have synthesized a number of derivatives of ferrocenecarboxylic and ferrocenylbenzoic acids, which exhibit the properties of a biostimulator of agricultural crops [10].

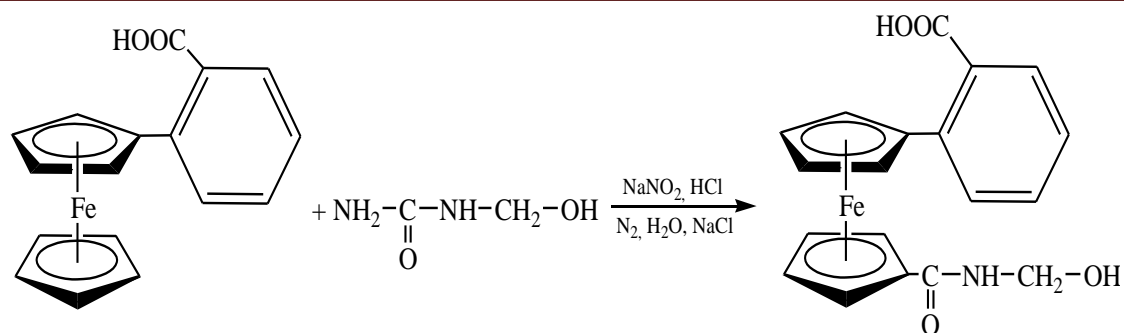
Experimental part.

IR spectra were taken on a Perkin Elmer Spectrum IR-Fourier spectrophotometer (Version 10.4.2) (Germany), mass spectra were obtained on a PerkinElmer AxION 2 TOF MS chromatomass spectrometer (Germany).

Synthesis of *o*-ferrocenylbenzoic acid. 100 ml of distilled water, 50 g of ice, 2.74 g (0.02 mol) of *o*-aminobenzoic acid and 20 ml of concentrated hydrochloric acid are poured into a 500 ml round-bottom flask equipped with an auto-mixer. The reaction flask is placed in an ice bath. 3.45 g (0.05 mol) of sodium nitrite solution dissolved in 50 ml of water was added dropwise to the mixture over 1 hour with constant stirring. The ice bath is then replaced with a water bath. 3.72 g (0.02 mol) of ferrocene dissolved in 150 ml of diethyl ether are added to the resulting diazo solution. The mixture is stirred at 34°C for 3 hours. The mixture is then poured into a separating funnel. The ethereal and water parts are separated. The aqueous part is washed three times with diethyl ether. The ether parts are combined and washed three times with distilled water. An ethereal solution is then added and washed with 2% sodium hydroxide solution. Then the aqueous layer is separated and acidified with a 5% hydrochloric acid solution until the precipitation stops. This forms a reddish-brown precipitate. The precipitate is separated by filtration. Product weight 2.02 g (yield 33%). T.melt. = 120-121 °C. The reaction proceeds according to the following scheme:



Synthesis of 1-(2-carboxyphenyl)-1'-N-methoxyferrocenamide. The synthesis of 1-(2-carboxyphenyl)-1'-N-methoxyferrocenamide was carried out according to the above method. To a solution of 0.18 g of monomethylol urea was added 3.65 ml of concentrated hydrochloric acid, 1.38 g of sodium nitrite, 3.06 g of *o*-ferrocenylbenzoic acid dissolved in 150 ml of diethyl ether. Yield 1.97 g (52% based on *o*-ferrocenylbenzoic acid). T.melt. = 153-154 °C. The reaction proceeds according to the following scheme:



To determine the structure of the obtained compound, IR spectroscopy and mass spectrometry were used.

According to the results of the IR spectra, the intensity of the absorption band in the region of 760 cm^{-1} , the relatively low absorption in the region of 998 cm^{-1} and the absorption band in the region of 1584 cm^{-1} correspond to the characteristic absorption frequencies of the benzene ring. Vibration δ_{CH} of the cyclopentadienyl ring in the molecule is observed in the region of 810 cm^{-1} . The stretching vibration (ν_{CC}) of the carbon atoms of the substituted ring was found in the region of 1100 cm^{-1} in the exchange ring. It was also found that vibrations of carboxyl groups are characterized by absorption bands for $\nu_{(\text{C}-\text{C}-\text{OH})}$ in the region of 1243 cm^{-1} and for $\nu_{(\text{C}=\text{O})}$ in the region of 1553 cm^{-1} , respectively. The absorption band related to stretching vibrations of the -OH group is a broadened line in the region of $2500\text{--}4000\text{ cm}^{-1}$ (Fig. 1).

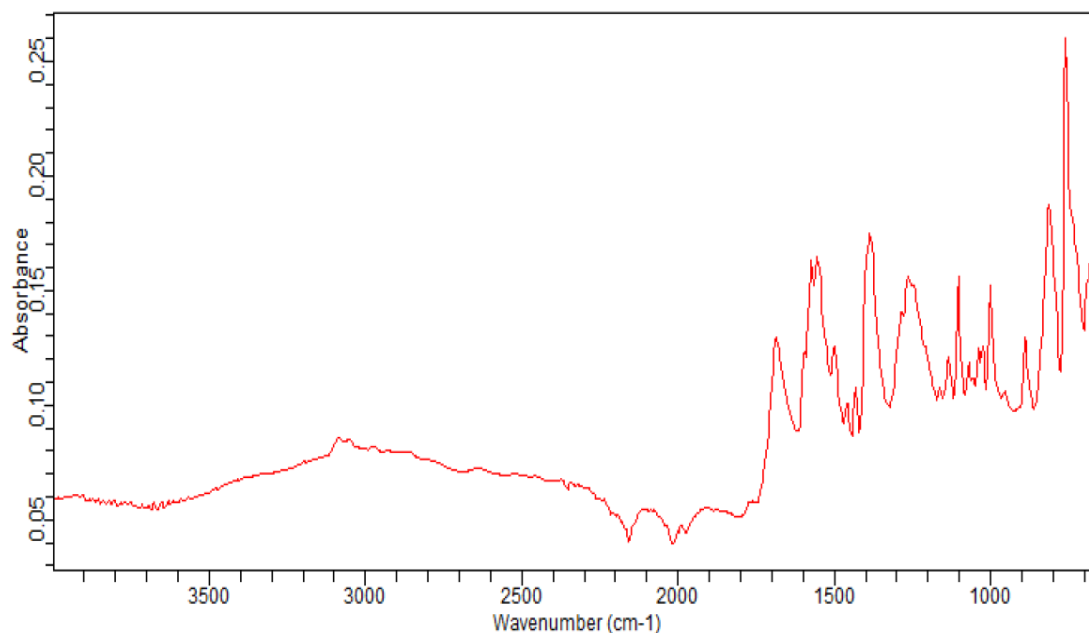


Fig. 1. IR spectrum of 1-(2-carboxyphenyl)-1'-N-methoxyferrocenylamide.

To determine the specificity of the absorption spectrum of 1-(2-carboxyphenyl)-1'-N-methoxyferrocenylamide, the experimental data were compared with the results of quantum-chemical calculations of the vibrational spectra of this molecule. The vibrational spectra of molecules of the synthesized compound were calculated using the Gaussian 98 program based on the DFT/B3LYP 6-311G (2G) method (Fig. 2).

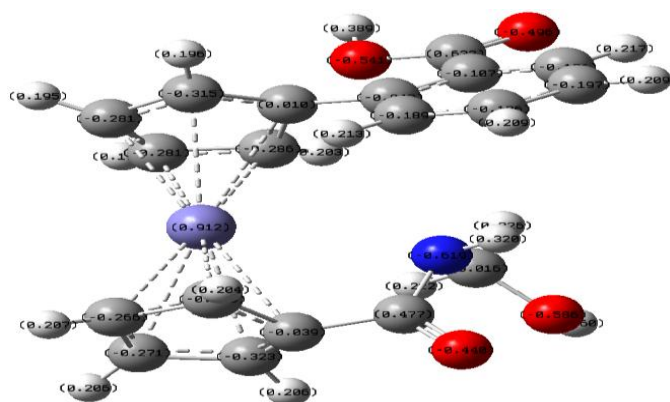


Fig.2. Molecular structure of 1-(2-carboxyphenyl)-1'-N-methoxyferrocenylamide.

When comparing the results of the IR spectrum obtained in theoretical calculations with the results of the experimentally determined IR spectrum, it can be seen that they do not differ significantly (Table 1).

TABLE 1 CALCULATED AND FOUND VALUES OF THE WAVE NUMBERS OBSERVED IN THE IR SPECTRUM OF 1-(2-CARBOXYPHENYL)-1'-N-METHYLOXYFERROCENYLAMIDE

№	Oscillation type	Wave number of the maximum of the absorption region, sm-1	
		Calculated value	Found value
1.	$\delta_{s(C-H)}(Cp)$	660	675
2.	$\delta_s(C-H)(Ar)$	760	760
3.	$\nu_s(CCC)(Cp)$	807	810
4.	$\nu_s(CCC)(Cp)$	891	892
5.	$\delta(C-H)(Ar)$	993	998
6.	$\delta(CCC)(Ar)$	987	998
7.	$\nu_s(C-C)(Cp)$	1100	1100
8.	$\nu_{as}(C-C-OH)(COOH)$	1243	1257
9.	$\delta(NH)$	1390	1393
10.	$\nu(C=O)(COOH)$	1553	1553
11.	$\nu(C-H)$	1560	1570
12.	$\delta(CCC)(Ar)$	1588	1584
13.	$\delta(NH_2)$	1677	1682
14.	$\nu_s(CH_2)$	3278	2500-4000 wideabsorptionarea
15.	$\nu_{as}(CH_2)$	3327	
16.	$\nu_{as}(CH)(Ar)$	3353	
17.	$\nu_s(CH)(Ar)$	3359	
18.	$\nu_s(C-H)(Cp)$	3365	
19.	$\nu(NH)$	3744	
20.	$\nu(O-H)$	3914	
21.	$\nu(O-H)(COOH)$	3940	

Mass spectrometric analysis of the synthesized 1-(2-carboxyphenyl)-1'-N-methoxyferrocenamide was also carried out. The results are shown in Figure 3 and Table 2.

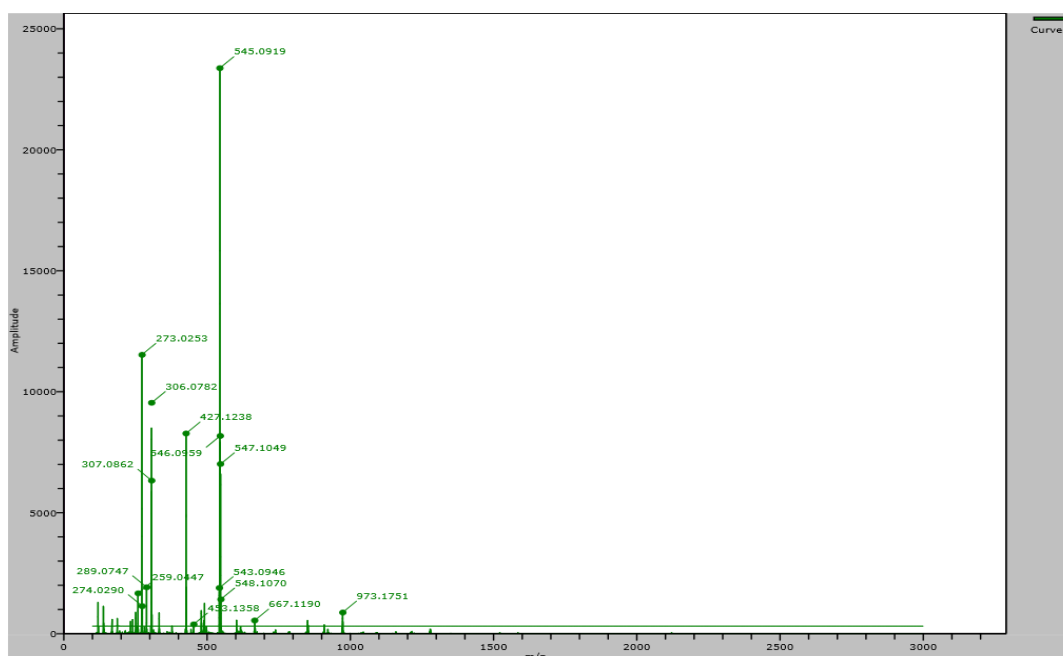


Fig. 3. Mass spectrum of 1-(2-carboxyphenyl)-1'-N-methoxyferrocenylamide.

TABLE 2 MASS SPECTROMETRIC PARAMETERS OF 1-(2-CARBOXYPHENYL)-1'-N-METHYLOXYFERROCENYLAMIDE

No	Ion	m/z	Relative intensity, %
1	$[\text{OOC}\text{C}_6\text{H}_4\text{FcCONHCH}_2\text{Fc}]^+$	545	94 ± 1
2	$[\text{HOOC}\text{C}_6\text{H}_4\text{FcCONHCH}_2\text{Fc}]^{2+}$	273	46 ± 1
3	$\text{FcC}_6\text{H}_4\text{COOH}^+$	306	38 ± 1
4	$\text{FcC}_6\text{H}_4\text{COOHCONHCH}_2\text{Fc}^+$	546	30 ± 1
5	$[\text{HOOC}\text{C}_6\text{H}_4\text{FcCONHCH}_2\text{Fc}]^+$	547	28 ± 1
6	$[\text{FcC}_6\text{H}_4\text{COOH}]^+$	307	25 ± 1
7	$[\text{FcCONHCH}_2\text{Fc}]^+$	427	32 ± 1

So, in the mass spectrum, the most intense peak belongs to the singly charged molecular ion of 1-(2-carboxyphenyl)-1'-N-methoxyferrocenylamide, a less intense peak is observed for the doubly charged ion of this compound. This confirms that 1-(2-carboxyphenyl)-1'-N-methoxyferrocenylamide is the main reaction product.

Sodium salt of 1-(2-carboxyphenyl)-1'-N-methoxy-ferrocenylamide. 5.46 g (0.01 mol) of 1-(2-carboxyphenyl)-1'-N-methoxy-ferrocenylamide was dissolved at room temperature with constant stirring in 0.1 M sodium bicarbonate solution until carbon dioxide evolution ceased. The resulting solution was filtered, poured into a beaker with 100 ml of acetone. The precipitate that formed was filtered off and dried at room temperature, then in an oven. Определение биологической активности 1-(2-карбоксифенил)-1'-N-метилоксиферроценамида.

To determine the biological activity of the sodium salt of 1-(2-carboxyphenyl)-1'-N-methoxyferrocenylamide (symbol AKHM) in laboratory conditions, solutions of this substance with a concentration of 10^{-6} , 10^{-7} and 10^{-8} mol/l were prepared, as standard used succinic acid. Untreated wheat seeds served as control.

Research methods and materials. Studies to determine the biostimulating activity of the AKHM preparation, morphophysiological assessment was carried out according to GOST 12042-80 "Determination of the energy and germination of seeds" [11]. Initially, samples of wheat seeds of the "Chillaki" variety were taken. Each sample was then treated with test and reference preparations. The tested seed samples were grown on moist filter paper 20x100 cm in size. Wheat samples treated with the AKHM preparation and the standard were checked every 24 hours. The ratio of water used to swell the grains to the weight of the grain was calculated in %. Root length and shoot length were measured and recorded after 24, 48 and 72 hours [12]. The results of the experiments showed that wheat and barley treated with the AKHM preparation, in terms of yield, root length, growth and development of plants, are 24% more than the control variant (Table 3).

TABLE 3 INFLUENCE OF THE AKHM PREPARATION ON THE GERMINATION OF WHEAT SEEDS

Statistical indicators	Weight of zerg in one head mg	Weight of zerg in one head mg			Ratio of water spent on budding with grain weight, %	Root length, cm	Shoot length, cm	Germination, %
		24 hours	48 hours	72 hours				
	Control (water)							
Average	0,36 ±0.01	0,12 ±0.04	0,08 ±0.03	0,11 ±0.02	89,94±6.89	2,60 ±0.30	1,56 ±0.08	63,66 ±1.20
	AKHM							
10 ⁻⁶	0,41	0,24	0,19	0,12	133,48	3,10	2,17	76,00
10 ⁻⁷	0,42	0,24	0,16	0,12	126,33	3,17	2,07	79,00
10 ⁻⁸	0,46	0,26	0,18	0,09	115,37	2,73	1,50	71,00
Average	0,41 ±0.01	0,23 ±0.01	0,16 ±0.01	0,09 ±0.01	121,23 ±5.80	2,80 ±0.16	1,82 ±0.09	68,73 ±3.62

The results presented in table 2 show that the weight of wheat seeds in the control variant before germination was 0.36 mg, after 24 hours the increase in weight was 0.12 mg, after 48 hours 0.08 mg and 0.11 mg after 72 hours. The ratio of germination water to grain weight was 89.94%. Then it was determined that the root length is 2.60 cm, the shoot length is 1.56 cm, and the germination rate is 63.66%.

When determining AKHM for wheat germination at these concentrations, after 24 hours the weight of seeds increased by 0.24, 0.24, 0.26 mg, after 48 hours by 0.19, 0.16, 0.18 mg and after 72 hours by 0.12, 0.12, 0.09 mg, respectively. The ratio of germination water to grain weight was respectively 133.48, 1.26.33, 115.37, root length 3.10, 3.17, 2.73 cm, shoot length 2.17, 2.07, 1, 50 cm, average germination 76.00, 79.00, 71.00%. Among the studied solutions, the greatest

effect was noted with a 10-7 M solution of AKHM, the germination of seeds was 24% higher than in the control variant.

CONCLUSION

Practical studies have shown that the AKHM preparation obtained by us on the basis of o-ferrocenylbenzoic acid in experiments on wheat exhibits high biostimulating activity. An increase in root length by 22%, shoot length by 32.7% and germination by 24% was noted than in the control variant. The data obtained allow us to conclude that the AKHM preparation can be widely used in grain growing.

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THE USE OF ART IN THE TAJIK FOLK RUBAI

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ABSTRACT

The rubai of the Tajik folklore are analyzed, and the applied arts are studied in detail. The differences between these rubai are shown in the rubai of written literature. In the process of depicting the arts in the Tajik folk oral rubai, the nature of each of them is discussed. In addition, the features of the Tajik folklore and folklore of other nations are mentioned.

KEYWORDS: *The Meaning Of The Term Folklore, The Art Of Proportion, The Art Of Talmud, Variability, Written Literature, Folklore, Fine Arts, Diversity, Imagery.*

INTRODUCTION

From time immemorial, science and literature have been understood as the following fields, which are still being studied in detail by mankind. These include spending, grammar, meaning, narration, the arts, aruz, rhyme, the rule of writing, the law of pronunciation, poetry, essays, history, and more. Indeed, the above fields of science and literature constitute a collection of spirituality and enlightenment, each with its own set of rules. Among these areas, it is expedient to include the science of literature in the list of areas that are highly valued and developed so far. We know that the origin of each folk literature, first orally and then in writing, has been confirmed by literary scholars. The literature of the Tajik people also appeared in the oral tradition of the people and has been in written form for centuries. [1]

Ancient fiction consisted of two parts: a) folklore; b) written works; These parts of fiction have their own characteristics. These two parts (mainly the literature of the peoples of Central Asia) were to some extent destroyed by the invading peoples: the Greeks, the Arabs, the Mongols, and others. These wars and bloodshed were a great obstacle to the development and growth of literature. Because the development of science, enlightenment, culture and art in a noisy and dangerous place.

The main part

Before knowing the history of the oral tradition of any nation, it is in every way correct to determine the history of its written literature. For as long as the written literature of a nation goes back centuries, the folklore of that nation goes back many centuries. The ceremonial songs and poems in the Avesto confirm that the Persian-Tajik folklore dates back to ancient and long history. Folklore appears in human society and reflects their ideology. Tajik literary scholar Kholik Mirzozoda, who knows the connection between folklore and people, as well as the formation of arts and genres, the development of human thought and inner feelings, states: The emergence of the inner feeling, emotion, thinking and perfection is due to the genre and form of folklore. (H. Mirzozoda. History of Tajik literature. Part 1, -Dushanbe, "Education", 1980. Page

24). Indeed, the people evolved from the composition of their oral creativity options, reflecting the thinking, worldview, and way of life of humanity of each era. If for some reason this rich treasure of the peoples was plundered, the rest came to us by word of mouth or through historical works, mainly with the help of the Avesto, Khudoynama, and Shohnama. In addition, historians, mainly Herodotus, Strabo, Tabari, Beruni, and others, have a special place in the oral tradition of the people. [2]

Oral works of the Persian-Tajik peoples are created in various lyrical genres (fardbayt, rubai, tarona, song, marsia, etc. ...) and epic genres (anecdotes, epics, legends, myths, riddles, etc.).

The place of art in the creation of a work of art is invaluable. The arts have also been widely used in folklore. A vivid example of this can be seen in the Tajik folk rubai. Rubaiyat also belongs to the category of works of art, in which figurativeness and diversity have a special place. Variety and imagery are created through the arts. The main point of the issue is that every work of art is created with the help of art, and it is impossible to create a work of art without art. [3]

In the rubai of Tajik folklore, the arts were used very skillfully. These rubais describe various situations, such as joy, injustice, cruel fate, and the untimely death of a person. In this case, the human senses are aroused and various types of art are used. In support of the above, we cite as an example a few rubai from the oral tradition of the Tajik people and show their art:

Дилбар ба ман гуфт: чаро ғамгинӣ?

Дар қайди кадом дилбараки ширинӣ?

Барҷастаму оина ба дасташ додам,

Гуфтам, дар оина киро мебинӣ?

This rubai has a romantic meaning and is rhymed in the form of aaba. This type of rhyme is called "ruboi khas" in Tajik literature. In the above verses, the words "ғамгинӣ", "ширинӣ" and "мебинӣ" appear as rhymes. This rubai used art. The words guft (said) and guftam (said) are auxiliary words in the art of question and answer (dialogue). Described the dialogue between a lover and a lover. [4]

Another example,

Гуфтум: Санамо, дил зи ту барканда кунум,

Гуфто, ки: ба як ханда туро банда кунум.

Гуфтум, ки: ба як ханда бимирум чӣ шавад?

Гуфто, ки: ба як бӯса туро зинда кунум.

As mentioned above, the main feature of the art of question and answer is the words "guftam, guft, gufto." In this rubai, too, the art of question and answer was used. This rubai is an example of Tajik folklore, with a dialectal form of the word "guftam, guft" - "guftum, gufto". In the Tajik folklore, the art of question and answer is used without the words "guftam and guft", but with the help of question marks. Because after the question mark is put, its answer is also required. This type of question and answer art is reflected in the following verses: [5]

Ин гул чӣ гул аст? Гули меҳмони ман аст,

Ҳар ҷо биравӣ, доғи ту бар ҷони ман аст.

These verses really have the art of question and answer, and the question of the first verse is "In gul chī gul ast?" in response. The phrase "Guli mehmoni man ast" was used.

The Tajik folk rubai used the highest example of descriptive art. Descriptive art is a type of spiritual art, the name of which indicates that it describes the positive side of any object, event or person. As a result of the use of this art, the artist sometimes brings the art of exaggeration (showing more than the subject). Descriptive art is used in the Tajik folk rubai as follows: [6]

Ман бубули мастаму макон гум кардам,

Ман тири фарангаму нишон гум кардам.

Ман гирди ҷаҳон аз ин сабаб мегардам,

Як ёри азизу меҳрубон гум кардам.

If we try to analyze the oral tradition of this Tajik people more thoroughly, the lover will be distracted and will complain about his condition. The main point is that in these verses the art of description is used. The combinations "bulbuli mastam", "tiri farangam" and "yori azizu mehrubon" have become the art of description. [7]

It is expedient to include Tajik folk rubai in the list of high-level art. If we read and analyze the Tajik folk rubai more thoroughly, we can show all types of art. Among these arts there is the art of adjectives, the highest example of which in the Tajik folk rubai is described in the following verses:

Эй ёри азиз, ту булбули ё сайёд?

Ту сеҳргарӣ, ҷодугари, ҳам ҷаллод.

In these verses, the characteristics of the mistress are described one by one. These features are the combinations "you nightingale", "you magician", "magician" and "executioner". In the art of creative adjectives, each object, event or person reflects the positive and negative characteristics. The difference between the art of description and the art of description is that in the art of description the positive and negative aspects of everything are shown, and in the art of description, only the positive aspects of the subject are described.

The art of tasbeh (simulation) is one of the most widely used works of art in Tajik folklore. The art of imitation compares one thing to another. As a result, poetic or prose works of art are impressive and pleasing. A vivid example of this can be seen in the following Tajik folk rubai:

Як ёр дорум чун моҳи парӣ,

Рӯяш ба мисоли Офтоби саҳарӣ.

Ҳар кас, ки аз ӯ биёрад хабаре,

Ин ҷони азиз медиҳам муждабарӣ.

In this rubai, the word "yak yor dorum" is likened to the compound "mohi parī", that is, yoru ayu parivash. In the second verse, the word "rūyash" (face) is compared to the phrase "Oftobi saharī" (morning sun). It should be noted that in the art of tasbeh (impersonation) (referring to the rubai

in the Tajik folklore) the words "misli, chun, chu, monandi, -son, barin" are auxiliary words of the art of similitude and come in the same sense.

As mentioned above, every piece of art provides a variety of works of art. It is expedient to include the art of talmih in such a category of fine arts. Talmih art in the Tajik dictionary means "gesture, staring at something." In the science of literature, the creator, based on historical events, phenomena and personalities, expresses his opinion and introduces examples from them to the product of creativity. In Persian-Tajik works of art there are such heroes as Rustam, Suhrob, Layli, Majnun, Jamshid, which is a bright example of the art of talmih. In the Tajik folklore, the art of talmih is very skillfully presented, and a vivid example of this is reflected in the following verses:

Дидам писаре, ки дилрабоӣ мекард, бо халқи ҷаҳон,

Аз давлати ҳусн подшоҳӣ мекард, дар тахти Каён.

In the above verses, the combination of "throne Kayon" came as a talmih art. Kayon is the title of the ancient king of Iran and is based on a historical event. At the same time, it introduces the reader to a historical event.

We know that the oral tradition of the people reflects the events that each nation has seen, known and experienced. At the same time, it reflects the level of knowledge of this nation. The following verses are a vivid example of the high knowledge of the Tajik people in horticulture:

Гар кунӣ боғи худ чу гулзори Ирам,

Дар чилла ниҳол шинону дар ҳут қалам.

The meaning of the above verses is that "if you want to make your garden as beautiful and attractive as Iram's garden, he recommends planting seedlings in winter and cuttings in hut (spring)." Because there are certain times for farming, the yield is good in every way to be effective. The combination of "gulzori Iram" in the first stanza of these verses is an example of the art of talmih. The Iram Garden is a legendary and beautiful garden, mentioned in ancient legends that it was built by a king named Shaddod in Yemen.

One of the most popular arts of fiction is the art of proportionality. This art is often used in the oral tradition of the Tajik people. The main task of the art of proportionality is that in works of art, each word requires the creator to use his own word of proportion. As an example, we use the word "mother", which in the works of art, of course, requires the use of the words "love, care, devotion." The inclusion of the art of proportionality in the written and oral literature is an all-encompassing art. As an example, we can cite the following wise verses of the Tajik folklore:

Даст бар сӯроҳ барӣ, аз захи мор андеша кун,

Пой дар гул мениҳӣ, аз захи хор андеша кун,

In the above verses, "sūrox" (cave, hole), "zahr" (poison), "mor" (snake) are proportional words, and in the second verse, "poy" (foot), "nihodan" (stepping) and "zahm" (wound), wounded), the words "chorus" (thorn) are a shining example of the art of balance. The meaning of these verses is as follows: It says to be aware of snake venom before entering any cave, and to be aware of the pain of thorns if you want to set foot anywhere. "

We know that the paintings, lifestyles and folklore of the peoples of Central Asia have come down to us through the book Avesto. Samples of ancient Persian-Tajik folklore are also preserved with the help of the book "Avesto". A vivid example of this is the modern Tajik translation of the verses about the wisdom of the ancient Persian-Tajik king Jamshid, quoted in the Yasno section of the Avesto.

Дар давраи Ёймаи ҳукмрон боқудрат намешуд,

На хунуки сахт, на гармоӣ сӯзон, на офат,

Дар он на тирӣ буду на мурдан,

Ва на рашқу ҳасаде, ки дев ба вучуд овардааст.

(Х. Мирзозода. Таърихи адабиёти тоҷик.-Душанбе, "Маориф", соли 1987. Саҳифаи 67).

In these verses, he says that there was peace, tranquility and prosperity during the reign of Jamshid. Even during this period, people are said to be aging, ill, and have no negative attitude towards each other. During the reign of Jamshid, he exaggerated the extreme cold and heat and even the absence of natural disasters. The above verses also contain the arts, and the immortality of people and the harmony of nature are characteristic of the art of exaggeration. In addition, the compound "Davrai Yima" belongs to the period of King Jamshid and reflects the art of talmih. Jamshid is used in the Avesto in the form of the word "Yima". It should be noted that in this poem you can also see the art of description. Because Jamshid praised the kingdom very highly. This is a testament to the nature of the fine arts.

CONCLUSION

From the above it can be concluded that the Tajik people have always been aware of literature and art. Its history dates back to the distant past and has long been considered the center of science and civilization. The fact that the four verses about King Jamshid in the Avesto use three arts in a poetic passage is a testament to the knowledge and art of the people. Methods

This article uses descriptive, historical-scientific, statistical and stylistic methods. The method of description was used in the analysis of the Tajik national rubais. The scientific-historical method has been used to study the history and scientific aspects of folklore.

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ECOLOGICAL STATE OF IRRIGATED GRAY - MEADOW SOILS AND WAYS TO IMPROVE THEM

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ABSTRACT

The purpose of scientific research work is to study the ecological state of irrigated sierozem-meadow soils and develop scientific recommendations for their improvement. The scientists S.A. Shoba, N.G. Rybalsky (2013). The analysis of the concepts of "soil" and "earth" existing in modern scientific and legal practice has been carried out. One of the areas of soil purification is phytomelioration, which is based on the ability of some plant species to withstand high concentrations of toxic elements and absorb them throughout their life.

KEYWORDS: *Sierozem-Meadow Soils, Assessment, Efficiency, Maximum Allowable Concentration, Chemical Substance, Ecological State, Improvement.*

1. INTRODUCTION

On the territory of the city of Jizzakh there are many enterprises that have a negative impact on the environment, some of them can be attributed to large and medium-sized industrial enterprises. (Battery plant JV "UzEksid", LLC "Ecoclimat" for the production of glass wool, LLC "Sofitel" for the production of ultramarine pigment, Jizzakh flour mill, asphalt plants, LLC Jizzakh oil depot, Jizzakh plastic plant, etc.)

Jizzakh is a large metropolis in the Jizzakh region and this places a special responsibility on ensuring its environmental safety, the integrity of the ecosystem and the health of its inhabitants.

Every year, more than 26.2 thousand tons of pollutants are emitted into the atmospheric air of the city from industrial enterprises and vehicles, which is 0.9% of the total gross emissions of pollutants in the republic. There is a tendency to reduce emissions of pollutants, both in industry and in transport [1].

The scientists S.A. Shoba, N.G. Rybalsky (2013). The analysis of the concepts of "soil" and "earth" existing in modern scientific and legal practice has been carried out. The theoretical principles of the ecological regulation of soils and lands based on establishing the relationship between their state and anthropogenic impact on them and determining the permissible boundaries of the state and levels of impact are outlined. The characteristics of the sources of anthropogenic impact on soils and lands are given. A system of criteria for assessing and indicators of the quality of soils and lands and anthropogenic impact is proposed, taking into account natural conditions and types of economic use of lands [2].

Researchers O.L. Voskresenskaya and V.S. Resurrection (Yoshkar-Ola, 2020). To analyze the content of chlorine ions in the urbanozems of the roadside and on the lawns of the urban district

in the city of Yoshkar-Ola. The phytotoxicity of urbanozems was studied in terms of germination energy and seed germination of white mustard and oats. We studied the effect of soil salinity on the state of the assimilation apparatus of test objects in terms of the content of photosynthetic pigments. Conclusions: the analysis of the content of chlorine ions in the urbanozems of the roadside and on the lawns of the territory of the urban district "City of Yoshkar-Ola" made it possible to establish that the studied areas had soils with low salinity. From 2019 to 2020, there was a downward trend in the number of chloride ions in different functional areas of Yoshkar-Ola, which may be due to a decrease in the use of anti-icing agents in recent years. The study of the phytotoxicity of urbanozems in terms of the germination energy and seed germination of white mustard and common oats showed that the average phytotoxicity of the studied soil samples was the highest in the industrial zone of Yoshkar-Ola. The soils of the residential zone had an average phytotoxicity [3].

The assessment of the ecological state of soils of some railway facilities of the Central Administrative District of Moscow was carried out by a researcher at the Moscow State University named after M.V. Lomonosov Makarov A.O. (2014). The analysis of studies and regulatory and methodological documents in the field of assessing and regulating the state of soils and other environmental components in the zones of influence of railway transport has been carried out. Assessed the amount of damage / harm from pollution and degradation of soils and lands of the studied railway facilities of the Central Administrative District of Moscow, using various methodological approaches [4].

A comprehensive study of the seasonal dynamics of the main properties and biological activity of gypsum soils, the development of criteria for an indicator of their degradation in the Jizzakh region was carried out by a researcher at the National University of the Republic of Uzbekistan Makhkamova D.Yu. (2018). The dynamics of seasonal changes in the physiological groups of microorganisms, enzymatic activity and respiration of soils by the content of gypsum and the degree of salinity of gypsum soils of the Jizzakh steppe have been substantiated, indicators have been developed for indicators of biological activity (BA), general relative biological activity (RBA) and degradation of gypsum soils [5].

Agrophysical properties and salt regime of irrigated pasture soils (on the example of the northwestern part of the Jizzakh desert) were studied by the scientific prospector Abdushukurova Z.Z. (2010). It has been established that under the influence of irrigation on some sulfur grass soils, silt particles are washed out from the upper layer down. In Dustlik, Arnasay, Pakhtakor and Zafarabad regions, there is a decrease in soil fertility due to a decrease in the mechanical content in the upper layers of irrigated sierozem-meadow soils. It has been established that the soils of these regions differ not only in their multilayeredness, but also in their lightness, mainly in their mechanical composition [6].

Research work on technogenic disturbance of irrigated soils, their ecological state and reclamation (on the example of the Tashkent region) was carried out by a researcher at the National University of Uzbekistan Zhobborov B.T. (2019). He determined the technogenic disturbance and ecological state of irrigated sierozem-meadow soils and dark sierozems, changes in their chemical, physical, biological properties, as well as the development of appropriate remediation measures [7].

He was engaged in scientific work on the effectiveness of the effect of fertilizers on the fertility of gray-meadow soil and the yield of sorghum, a researcher at the Institute of Soil Science and

Agrochemistry of the National Academy of Sciences of Azerbaijan (2018). The article discusses the effect of organic fertilizers obtained on the basis of waste separately and together with mineral fertilizers under the sorghum culture in the conditions of sierozem-meadow soils of the Ujar region of Azerbaijan. The results of the studies showed that fertilizers obtained on the basis of local organic waste (Shirvan compost) had a positive effect on the dynamics of nutrients in the soil and the yield of sorghum crops [8].

Researchers of the Omsk Agrarian Research Center and Omsk State Technical University N.F. Balabanova, N.A. Voronkova, V.D. Doronenko (2018). In a long-term stationary experiment on the meadow-chernozem soil of the forest-steppe zone of Western Siberia, it was found that the cultivation of perennial grasses in crop rotation, the application of straw, in combination with the rational use of mineral fertilizers, makes it possible to maintain soil fertility and increase the productivity of crops [9].

Literature analysis shows that the research on the ecological state of irrigated sierozem-meadow soils and ways to improve them above indicated by the researcher is considered insufficient.

The purpose of scientific research work is to study the ecological state of irrigated sierozem-meadow soils and develop scientific recommendations for their improvement.

2. MATERIALS AND METHODS USED

2.1. Experimental plot.

The experimental site is irrigated gray-meadow soils of the Yakub farm, Sh. Rashidov district, Jizzakh region.

Jizzakh region is located in the middle part of the Republic of Uzbekistan. It borders on the southern side of the Samarkand region, on the eastern side of the Syrdarya region, on the north-western side of the Aidar-Arnasay lake system, on the northern side of the Republic of Kazakhstan. The territory is 21179 km², the population is about 1350 thousand people.

Today Sh. Rashidovsky district is one of the territories where the quality of agricultural land has decreased, the main lands of the district are located near the city center, industrial enterprises pollute the soil with various pollutants, the natural balance is disturbed and the ecological environment is polluted.

The climate of the region and its environs is continental, characterized by relatively cold winters and hot, dry summers.

The average annual air temperature is 14.7 °C. The hottest month is July (with an average temperature of 34.8 °C), the coldest month is January (with an average temperature of -20.6 °C). The absolute maximum in the city is 47 °C, the absolute minimum is 27 °C.

The average annual relative humidity is 56%, the amount of precipitation is 366 mm on average per year.

At present, in connection with the general picture of the deterioration of the environmental situation, the problem under consideration requires extensive and comprehensive attention.

The industrial sector releases large amounts of pollutants into the biosphere, which then penetrate the soil. In this case, the soil can be polluted both directly and indirectly, by the deposition of pollutants in the atmospheric air or the aquatic environment.

In addition to industry, emissions and pollution from vehicles have a great influence on the state of the soil. In the case of industrial production, anthropogenic impact is constantly monitored, while the contribution of motor transport to the share of all soil pollution is poorly controlled.

2.2. Applied methods. Methods of agrochemical analysis

The following methods were used in the agrochemical analysis of the soil: "Methodology for the agrochemical analysis of soil and plants" (Tashkent, 1977) E.V. Arinushkin. "Guidelines for the chemical analysis of soils" (Moscow, 1970), GOST 26423-85 "Method for determining the specific electrical conductivity, pH and solid wastewater residue"; GOST 26428-85. The manual "Method for determining calcium and magnesium in aqueous extraction" was used. MVI O'zO'U 0704:2016 The presence and amount of heavy metals were determined by mass spectral analysis (mass spectrometer ISP-MS) using the "Measurement Methods" of the Republic of Uzbekistan. Bicarbonates of calcium, magnesium and chlorine by titration; sulfates by precipitation; ammonium nitrates and nitrites by the photometric method on a KFK-3 photocolorimeter; The amounts of sodium and potassium were determined with a PFA-378 flame photometer.

Materials and methods of research:

Consideration and study of the functional diversity of microbial communities in the soil and plant rhizosphere has traditionally been carried out at the level of physiological groups in the appropriate medium: ammonifying bacteria on meat-peptone agar (MPA), spore bacteria with the addition of MPA. (1:1), oligonitrophils, actinomycetes on a starch-ammonia medium, microscopic fungi on Chapek's medium [Zvyagintsev, 1991]. The number of bacteria is expressed in colony-forming units per 1 g of soil.

Analysis of the diversity of bacteria in the soil and rhizosphere at the level of taxonomically heterogeneous physiological groups, such as ammonifiers, oligonitrophs, actinomycetes, microscopic fungi, showed that oligonitrophilic bacteria grow more intensively, their number ranges from 32 to 98 thousand/g, ammonifiers in 38- 72 thousand/g, actinomycetes - 5-24 thousand/g and fungal populations - 2.0-11.0 thousand/g.

3. RESULTS AND DISCUSSION

Materials and methods of research:

Soil samples under various plants of the Jizzakh region served as an object for the isolation of microorganisms.

Accounting and study of the functional diversity of microorganism communities in soils and plant rhizospheres was traditionally assessed at the level of physiological groups on the appropriate media: ammonifying bacteria on meat-peptone agar (MPA), spore bacteria on MPA with the addition of wort (1:1), oligonitrophils on Ashby medium, actinomycetes on a starch-ammonia medium, microscopic fungi on Chapek's medium [Zvyagintsev, 1991].

One of the areas of soil purification is phytomelioration, which is based on the ability of some plant species to withstand high concentrations of toxic elements and absorb them throughout their life. The selectivity of plants to highly concentrated components and their ability to accumulate high concentrations of toxicants are dangerous from the point of view of their access to food chains, but can be used for phytomelioration (Cherniks N.A. et al., 1988). At the All-Russian Research Institute of Hydraulic Engineering and Land Reclamation, A. N. Kostyakova

conducted research on the reclamation of wheat and legumes. It has been established that these plants are distinguished by a high release of Cu, Zn, Pb, Cd and can be used as a phytomeliorant for cleaning soils contaminated with heavy metals (Markina Z.N. et al., 2004).

Field Research Methods

The studies were carried out in accordance with the established system of experience in the fields of the Yakub farm in Sh. Rashidov district, Jizzakh region in 2020-2022 on the Durdona variety.

The studies were carried out under the conditions of irrigated sierozem-meadow soils (2020-2022) in 4 variants, 4 repetitions. The surface area of each option was 50m², with a total area of 1500 m².

Experimental system 1 option control overseeding mung bean (without fertilizer) and 2 option overseeding mung bean (biofertilizer 20 t/ha), 3 option overseeding mung bean (Rizocom-1), option 4 overseeding mung bean (biofertilizer 20t/ha) + Rizocom-1).

In the experiment, the secondary culture variety Durdon was planted and studied according to the seeding rates established in the recommendations.

Agrotechnique of transplantation.

A machine was planted in the research field. Phosphorus and potassium are introduced during autumn plowing by cultivation after sowing.

In the experiment, after harvesting winter wheat, the seeds of the Durdona variety (purity 98.5%, fertility 92%) were sown at a depth of 5-6 cm with seedlings of Fankhauzer-2115 based on resource-saving technologies at a rate of 25 q/ha.

Irrigation was carried out at the rate of 600 m³/ha for seed germination. The aisles were weeded 2 times by hand. Mung beans are re-harvested by hand in the last ten days of September.

FINDINGS

A complex of soil properties that determines the degree of their compliance with the natural and climatic conditions of soil formation and suitability for the sustainable functioning of natural and anthropogenic ecosystems.

Soils have natural diversity and are a universal indicator of the state of the natural environment (including at the level of natural zones and administrative regions). Therefore, soil disturbance under the influence of any impact (pollution, erosion, forestry and agricultural activities, etc.) indicates the unfavorability of the ecosystem as a whole.

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CURRENT ISSUES OF ENERGY

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ABSTRACT

The article analyzes the estimates of international organizations that due to economic development, the demand for energy will increase by more than 50% by 2030 compared to the beginning of the century, and the total demand will be very high, resulting in a negative impact on the environment.

KEYWORDS: *Alternative Energy Sources, Renewable Energy, Solar Power, Atmosphere, Solar Power Plants, Carbon Dioxide, Wind Power Plants*

1. INTRODUCTION

According to international organizations, due to economic development, by 2030 the demand for energy will increase by more than 50% compared to the beginning of the century, and the total demand will be 23.27 billion tons of conventional fuel. This means that the negative impact on the environment is growing.

If such rates continue, it is estimated that the reserves of black gold on the planet will last only 55-60 years. This period is estimated at 70-75 years for natural gas and 150-160 years for coal. In addition, the sustainable use of hydrocarbon resources is degrading the environment and human health, climate change is being observed, and the ozone layer is being depleted. According to experts, 5 billion tons of carbon dioxide are released into the atmosphere every year. Tons of carbon dioxide, about 300 million. Tons of carbon monoxide. This is 3.5 times more than in the first half of the twentieth century. [1]

Under these conditions, it is natural that the widespread use of alternative energy sources will be on the agenda. This is due to the fact that their types of solar, hydro and wind energy, as well as biomass, are almost unique and renewable, very relevant to the current era of innovative development, and the creation of new jobs. In addition, the equipment and technology working on this basis are environmentally friendly, environmentally friendly and do not lead to man-made disasters.

At present, 10.2% of all energy produced in the world comes from renewable energy sources. By 2050, its share in some species is expected to exceed 70%.

This will reduce emissions by 500 billion tons. This is because the goal of developing low-carbon energy is also to solve the global problems caused by the rising emissions of steam gases. According to the plan, for example, by 2022 it is planned to increase the amount of such gases by 20-25%, in 2040 by 40%, and in 2060 by 50-60%. If such rates continue, it is estimated that the reserves of black gold on the planet will last only 55-60 years. This period is estimated at 70-75

years for natural gas and 150-160 years for coal. In addition, the sustainable use of hydrocarbon resources is degrading the environment and human health, climate change is being observed, and the ozone layer is being depleted. According to experts, 5 billion tons of carbon dioxide are released into the atmosphere every year. tons of carbon dioxide, about 300 million. tons of carbon monoxide. This is 3.5 times more than in the first half of the twentieth century. [2]

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Map of solar flux to the surface According to the study, the solar flux per 1 m² of land perpendicular to the center of the sun (at the time of entering the Earth's atmosphere) is 1367 W / m² (when the sun is constant). As a result of the absorption of sunlight into the Earth's atmosphere, the high solar flux above sea level is equal to 1020 W / m² (at the equator). However, at different times of the day, the angles of incidence of the sun's rays on the ground change slightly due to changes. In winter, this figure can be reduced by 2 times. Solar power plants have advantages and disadvantages, just as each process has advantages and disadvantages. Advantages of solar power plants: - Prospective, renewable source; - Environmentally friendly and cost-effective; - Renewability of fuel source; - Increased demand for alternative energy sources; - Minimum impact on environmental climate change. [4]

Disadvantages of solar power plants: - Dependence on weather, seasons and time of day for power generation; - The need for additional traditional energy sources in the field of industrial production; - Regular dusting of the panel surface; - Occupying a lot of space. Figure 2. Solar photovoltaic device and consumers: 1 – photoelectric module (solar panel); 2 - inverter charging control device; 3 - rechargeable battery; 4– Consumers The world's demand for electricity has grown by about 50% over the last 5 years. By 2050, solar power plants will reduce carbon dioxide emissions to the environment by 20-25% of annual electricity. Converting only electricity from sunlight to heat energy is a useful example. The Sun alone sends so much heat to our planet every day that it is 20 times more energy consumed by the world's population year-round. Accordingly, last year, 120 billion solar cells were installed at solar stations around the world. More than kWh of electricity was generated. In a number of developed countries, including Germany, the share of non-conventional energy is planned to reach 15% by 2015 and 25% by 2020. [5]

According to statistics from the Department of Energy, in 2001 (solar electricity) the energy received from solar collectors was \$ 0.09–0.12 per kWh, and by 2015–2020 this value will reach \$ 0.04–0.05 and increase economic efficiency. Currently, there are companies around the world that produce solar photovoltaic cells, including:

China Yingli - 2300 MW

USA First Solar - 1800 MW

China Trina Solar - 1600 MW

Canada Canadian Solar - 1550 MW

China Suntech - 1500 MW

Japan Sharp - 1050 MW

China Jinko Solar - 900 MW

US SunPower - 850 MW

REC Group - 750 MW

Korea produces high-quality competitive solar photovoltaic cells Hanwha Solar One - 750 MW

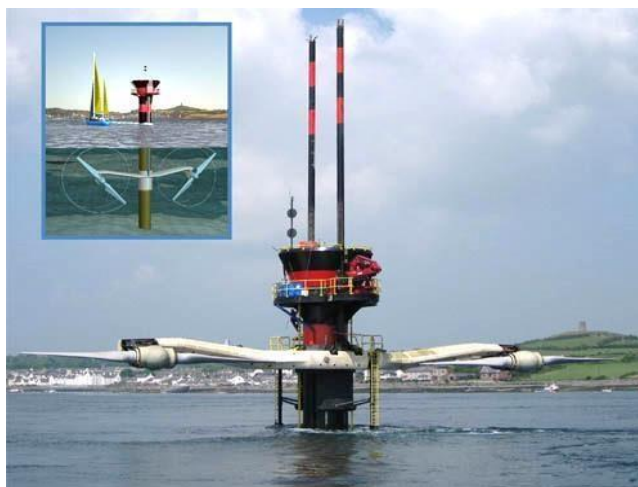
The share of wind and solar energy has more than doubled since the signing of the Paris Agreement on Climate Change in 2015. At that time, the figure was 4.6 percent.

In the first half of 2020, the volume of energy from fossil fuels, the most polluting fuel, decreased by 8.3%.

Analyzes show that many large countries, including China, the United States, India, Japan, Brazil and Turkey, get at least 10 percent of their total energy from wind and solar. Britain and the European Union deserve special praise, as they receive 21 and 33 percent of their energy from renewable sources, respectively. [6]

According to the forecasts of the Global Wind Energy Council (GWEC), by 2030 the volume of offshore wind energy worldwide may increase from 29.1 GW in 2019 to 234 GW.

The world's largest sales turbine based on the principle of rise and fall. The turbine, which operates on the basis of the principle of the rise and fall of the water supply, converts the kinetic energy of the water flow into the electric current, which comes in the same direction as the wind turbine. The world's largest hydroelectric power plant near Northern Ireland has a capacity of 1.2 MW. It consists of 2 grain turbines with a diameter of more than 20 m. Due to the rotation of the turbine's turbine system, the turbine and the waves are adapted to each direction. To service the turbine, it may be lifted from the water. [7]



The cost of 1 MW of installed power produced by such a system

5 million equal to a dollar. This is the cost of offshore wind turbines

30% more. However, in 2015, off the coast of South Korea, the cost of 820 million. It is planned to install a turbine operating on the principle of rising and falling water levels with a capacity of more than 1 MW. It is noteworthy that the widespread introduction of such "green technologies" in agriculture, energy, waste management, transport, education and science in our country will create more than 550,000 new jobs over the next ten years.

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THE ROLE OF FOREIGN INVESTMENTS IN THE DEVELOPMENT OF THE ECONOMY OF THE REPUBLIC OF UZBEKISTAN

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ABSTRACT

The article is devoted to foreign investments which play an important role in assisting countries with a transitional type of economy in their evolution to a market economy. Each state should make efforts to attract, first of all, both domestic and foreign investors to the sphere of material production. To this end, a certain investment policy is being developed and implemented, and an appropriate investment climate is being formed. To this end, a certain investment policy is being developed and implemented, and an appropriate investment climate is being formed.

KEYWORDS: *Investment, Economy, Market Economy, Development, Production.*

INTRODUCTION

Foreign investment is one of the main factors contributing to the accelerated economic development of the country.

At the first Tashkent International Investment Forum, the President spoke about the conditions created for investors in Uzbekistan. The head of Uzbekistan Sh.M. Mirziyoyev talked about the measures taken over the past 5 years to reform the economy. Among them are free currency conversion, the issuance of international bonds, the elimination of forced labor, the simplification of taxes and licensing, and others. [1]

The annual volume of foreign investment over the past 5 years increased by 3.5 times, and their amount during this time summed up \$25 billion. 59,000 investment projects have been implemented in Uzbekistan, due to which 2.5 million jobs have been created.

During this time, the Uzbek economy grew by an average of 5% per year, industrial production - by 8%. Even in the pandemic year of 2020, there was a slight increase, the President stressed. The annual volume of exports of Uzbekistan increased to \$20 billion.

The leader of Uzbekistan will accelerate work to create conditions for investors. The main task here is to change the worldview and way of thinking of people, the head of state stressed.

He also noted the importance of digitalization, innovation and green technologies for development in all areas of business.

“Ensuring your success in our country is guaranteed by the President and the Government of Uzbekistan,” Mirziyoyev assured.

The issue of guarantees for investors in Uzbekistan - in particular, the protection of property rights - has been acute for several years.

Such cases have a negative impact on the investment attractiveness of the country. They nullify all efforts, experts point out - the declared priority of attracting investments, the work of departments, regular forums.

At the end of 2019, the president signed a law that gives investors a number of guarantees - asset protection from nationalization, capital protection, free withdrawal of funds and, in particular, conversion, and so on. [2]

Foreign investment plays an important role in helping countries with economies in transition in their evolution towards a market economy. This circumstance is of particular interest to us. Let us dwell on the most important tasks facing the economy of our republic that can be solved with the help of foreign investment.

Today it has become obvious that a necessary condition for the sustainable development of the republic is high investment activity, which is achieved through the attraction and efficient use of internal and external resources. Further liberalization of the economy, expansion of economic freedoms of economic entities and the scale of private property in all spheres of the national economy, strengthening of international economic relations stimulate the successful implementation of work to attract and use foreign investment. In his message to the Oliy Majlis in 2017, the President of the Republic of Uzbekistan Sh. Mirziyoyev emphasized, “... I propose to open an Investment Portal on the Internet that provides local and foreign investors with the necessary statistical data and provides information on the conditions created in the country for doing business [1]”. The experience gained over the past period shows that foreign investments, combined with national natural production and labor resources, create a high cumulative effect when introducing advanced technologies, modern methods of management and organization of production, and more actively involving local, often previously unused wealth in the economic circulation.

Foreign investors not only invest in national enterprises, reconstruct and technically re-equip them, but also open access to world markets, which improves the adaptation of economic entities to civilized market relations, helping to raise their production and financial and economic activities to the relevant world standards.

Therefore, stimulating foreign investment, increasing the efficiency of their use determines the need to maintain and improve favorable conditions and a preferential market in the republic.

World experience quite convincingly shows that the attraction and use of foreign investment contributes to the development of the economy and serves as a powerful stimulus for socio-economic reforms. The idea that investment is the engine of the economy, ensuring its movement forward, is an axiom of any economic theory. Each state should make efforts to attract, first of all, both domestic and foreign investors to the sphere of material production. To this end, a certain investment policy is being developed and implemented, and an appropriate investment climate is being formed. The economic transformations carried out in Uzbekistan during the years of independence, based on its own model of transition to a market economy in a short

period of time, undoubtedly gave tangible positive results. Despite the fact that only 30 years have passed since independence, Uzbekistan has become a country with a stable economy, sustainable economic growth, a liberal foreign exchange market, low inflation rates, and a dominant position of non-resource-oriented finished products in the export structure. [3]

An important role in achieving these successes, undoubtedly, is played by the ongoing reforms in the sphere of property, the basis of which is the large-scale privatization carried out in the country - the transfer of state property into the hands of real investors. Today, new horizons for investment are opening up in Uzbekistan - the most favorable conditions for business have been created, including political and macroeconomic stability, strong guarantees have been established to protect the rights of foreign investors, and an extensive system of benefits has been provided for them. In addition, foreign investors are attracted by low prices compared to neighboring countries for raw materials, materials, energy resources, and highly skilled labor that are vital for production.

Foreign investments are valuables in various forms (movable, immovable, intellectual property, etc.) and income from them (profit, interest, dividends, royalties, license and commission fees, payments for technical assistance, maintenance and other forms of remuneration), invested by foreign states, legal (other entities) and individuals in various areas of activity of the recipient country, mainly for the purpose of subsequent profit. [4]

The investment activity of economic entities is carried out through the investment resources they form. In a market economy, the sources of formation of investment resources are very diverse. When analyzing them, one should distinguish between internal and external sources of investment financing at the macro- and microeconomic levels. At the macroeconomic level, domestic sources of investment financing include all sources associated with national savings, and external sources include foreign sources. At the microeconomic level, internal sources of investment are the own funds of enterprises (profit, depreciation, investments of the owners of the enterprise), and external sources are attracted and borrowed funds (state financing, investment loans, funds raised by placing own securities, etc.).

The possibility of attracting foreign investment largely depends on the state of the investment climate.

Important conditions for attracting foreign capital are legal regulation and state guarantees for foreign investment. In countries with developed market economies in relation to foreign investors, a national regime is used, according to which the activities of companies with foreign participation are regulated by national legislation that does not contain differences in the regulation of the economic activities of national and foreign investors. State guarantee of the rights and interests of foreign investors can be carried out: on the basis of constitutions or special regulations; within the framework of interstate agreements on the protection and promotion of foreign investment; through participation in the Convention on the Settlement of Investment disputes between states and citizens of other countries.

It is known that today the entire world economy is moving towards digitalization. Green technologies and innovations are the priority in any industry and business.

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IMPROVEMENT OF TREATMENT OF PATIENTS WITH SPHENOIDITIS IN CHILDREN

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ABSTRACT

Over the course of 2017-2021, the results of treatment with bacterial sphenoiditis were studied. The main methods of conservative non-functional treatment of bacterial sphenoiditis were considered, the comparative analysis showed the safety and effectiveness of regional therapy with cefamed against the background of NUD, as well as prematurity before parenteral use of antibacterial drugs. The results of the study showed the effectiveness of regional therapy for 37 patients aged 18 to 50 years diagnosed with sphenoiditis. Observations of the dynamics of the disease showed that 92.1% of patients in the main group and 73% of patients in the control group had a positive treatment effect. Satisfactory treatment effect was noted by 6% of patients in the main group and 27% of the control group, treatment failure was observed in 2% of the control group.

KEYWORDS: *Bacterial Sphenoiditis, Endoscopic Examination Of The Nasal Cavity, Regional Antibacterial Therapy, Low-Frequency Ultrasound (NUZ), Probing, Sinus Evacuation.*

INTRODUCTION

According to epidemiological studies of recent years, from 5% to 15% of the population suffer from acute and chronic sinusitis, and among patients in hospital, about 40% are patients with inflammation of the paranasal sinuses [8]. Sphenoiditis occurs in 27.5% of cases of inflammation of the paranasal sinuses. During forensic medical autopsies, the frequency of their detection is much higher [6].

One of the most complex organs of the human body in terms of anatomical structure is the nose and paranasal sinuses (CNP). The peculiarities of the relationship between the structures of the nose and CNP are determined mainly by the structure of the lattice bone, the size and location of the cavities of which has many options. The lattice labyrinth, extending in the posterior direction, reaches the wedge-shaped bone. Its cells adjacent to the wedge-shaped sinus (CP) are called sphenoidal [4]. The natural mouth of this sinus is high in the upper third of the anterior wall, below the level of the sieve plate of the lattice bone, which complicates the spontaneous outflow of the pathological discharge [3.5]. Inflammatory diseases of the wedge sinus of the nose (CPN), and especially chronic sphenoiditis with multifactorial pathology, in recent years have been accompanied by the development of complications and concomitant pathology of adjacent organs [9]. The location of the wedge-shaped sinuses, the close proximity of vital organs to them and the above information justify the relevance of the development of new effective, most gentle

methods of treatment with an ethio-pathogenetic focus of action. Currently, the treatment of patients with sphenoiditis should be complex and stage-by-stage, contributing to the mobilization of non-specific factors of protection and functional reserves of the body, reducing to the required minimum the medical burden of this category of patients [2.7],

In the periodic press, we did not find any reports of the use of regional antibacterial therapy and low-frequency ultrasound (LF) when localizing its effect on the nasal and major sinuses (OP). Due to the large penetrating capacity of the NUZ (44 kHz), their physiotherapeutic capabilities have been proven in clinical practice, and their use seems appropriate [1.12]. NUZ has a disintegrating effect - it promotes the administration of more drugs to a greater depth, and also has an anti-inflammatory, antibacterial effect and stimulates non-specific resistance of the body, the essence of which is based on improving microcirculation, vascular-epithelial permeability and increasing diffusion of antibiotics in tissues [10, 11].

The aim of our study is to increase the effectiveness of low frequency ultrasound treatment with regional antibacterial therapy in the treatment of inflammatory diseases of the main sinuses.

Research material and methods

In 2017-2021, 37 patients with acute and chronic inflammatory diseases of the wedge sinuses (CP) aged 18 to 50 years were examined and monitored in ENT Department of Clinic No. 1 of Samarkand Medical University. Among the women examined, there were 15 (40.5%) and men 22 (59.5%). 14 of them were diagnosed with acute inflammatory process, 23 - exacerbation of chronic inflammation of CPN. The duration of the disease acute bacterial sphenoiditis (OBS) was from two weeks to three months, chronic up to 10 years. It should be noted that 36.9% of patients had catarrhal sphenoiditis, 63.1% - purulent. All patients were divided into two groups - the main (20 people) and the control group (17 people). Patients underwent a comprehensive clinical examination. At the first stage of the examination, the diagnosis of sphenoiditis was based on a detailed history collection, the duration, the presence of an exacerbation by analyzes of clinical symptoms and the results of anterior and posterior rhinoscopy were taken into account. All patients underwent endoscopic examination of the nasal cavity, morphofunctional, radiological examination methods and computed tomography (CT), and for the purpose of diagnosis and treatment, we used probing and drainage of wedge-shaped sinuses through the natural stomas using a catheter consisting of a flexible conductor [3]. The presence of drainage makes it possible to carry out bacteriological and functional examination methods, that is, it becomes possible to wash with medicinal substances, introduce them directly into the sinus cavity.

The main group received conservative treatment both in general and in the local effect on the focus of inflammation. In order to exert a local influence on the focus of inflammation, we performed sinus evacuation by non-puncture manipulation after anesthesia with 10% lidocaine spray for topical use, then anemization of the nasal mucosa was carried out by introducing a probe with a cotton tip wetted with 0.1% epinephrine solution and 2% lidocaine solution between the nasal septum and the surface of the middle nasal concha. Before clarifying the nature of microflora and its sensitivity to antibacterial drugs, 5 mL of decasan solution was injected into the sinus against the background of a NUU. A frequency of 44 kHz was used for exposure to NUV. Subsequently, the antibiotic was selected taking into account the sensitivity of the microflora seeded from the contents of the CPN to it. Essence of this method consists in simultaneous combination of action on structures of paranasal sinuses (OH) of NUZ and

medicinal substances. At the same time, drugs were used in dosages that do not inhibit transport function. An antibacterial drug was selected, based on the available information on the spectrum of pathogens, good tolerance, with less side effects.

The cannula was selected depending on the age of the patients and advanced it with neat movements along the nasal septum without resorting to rough pushing, performed rotational actions until there was a feeling of "falling" into the cavity through the natural hole and filling the wedge-shaped sinus through it or the drainage tube with a drug, after which sessions of exposure to a NUV (44 kHz) were conducted transdermal into the main sinus. During the administration of drugs to the CP, most patients felt pain and pressure in the occipital region. When the antibiotic was introduced into the main sinus, a good clinical effect was created in the tissues.

At the same time, parenteral administration of antibiotics was not used. The course of treatment was 3-4 sessions at acute and 5-6 sessions at chronic process. Second-generation antihistamines and multivitamins were also included in the complex treatment. After 3-4 weeks, patients with a chronic inflammatory process underwent a preventive course of NSD therapy, depending on the nature of the change in the mucous membrane of the wedge-shaped sinus. Patients in the control group received conventional conservative treatment according to the standard, parenteral use of an antibacterial drug (cefamed at a dose of 1 g 2 times a day) in combination with sinus evacuation by non-pussy manipulation, physiotherapeutic procedures, daily anemization of the nasal mucosa and oral use of second-generation antihistamines. The criteria for the effectiveness of the therapy were the absence of pathological content in the washing fluid, normalization of the mucous membrane of the nasal cavity and nasopharynx, improvement of pneumatization of the main sinus during X-ray examination. To objectify clinical data, the results of endoscopic examination of the nasal cavity and nasopharynx during functional examination, morphofunctional examination methods (temperature and sensitivity of the mucous membrane of the main sinus) were taken into account. Along with these studies, the patient's length of stay in the hospital was compared, as well as the frequency of performed NSD sessions in the sinus region.

Results and discussion

As a result of combined treatment of patients with acute bacterial disease, both with chronic exudative isolated and combined sphenoiditis, sinus sanation was noted, confirmed radiologically, restoration of physiological parameters of the state of the nasal mucosa, saccharin test was 27 ± 2 . Similar results were noted by a number of other researchers [1,2,10]. We conducted a point assessment, where 1 point indicated no effect, 2 points - satisfactory effect, 3 points - positive effect. After treatment with individuals with acute sphenoiditis, recovery was achieved in 92.1% of patients in the main group and 73% of patients in the control group. The treatment effect was assessed as positive.

Satisfactory treatment effect was observed by 6% of the main group and 27% of the control group patients. Treatment failure was observed in 2% of controls. With a chronic course of inflammation of CPN, positive dynamics was recorded in all patients of the main group and only in 87% of patients of the control group. Other authors noted a similar picture [5, 6]. It should be noted that in the control group the disease was protracted, and the restoration of the pathological process was more delayed compared to the main one. The average duration of treatment was 5-6

days, which is 2-3 days less compared to the effect on the mucous membrane of CPN with drugs during their topical use.

CONCLUSION

Thus, the comparative analysis demonstrated the safety and effectiveness of regional therapy, as well as its superiority over parenteral (systemic) use of antibacterial drugs.

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IMPROVING THE METHODOLOGY OF DEVELOPING INFORMATION TECHNOLOGY FOR PRIMARY EDUCATION TEACHERS IN THE ELECTRONIC LEARNING ENVIRONMENT

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ABSTRACT

In this article, the concept of "Information Technology" in Education has been used for the most part since the late 1980s, when mass computers were introduced in high school. Many researchers have been and continue to be involved in the application and application of information technology in the educational process. More than twenty years ago, BG Ananiev outlined the prospects for the use of various technical means in education: "A new technical or industrial pedagogy is being built on the basis of a combination of technical and pedagogical sciences, engineering and pedagogical psychology. Opinions and comments on the formation of a methodology for the development of information technology for primary school teachers of the lim environment.

KEYWORDS: *Information, Primary Education, Methodology, Teacher, E-Learning.*

INTRODUCTION

An innovative development model characterized by large-scale socio-economic changes in all spheres of society, including a review of the requirements for education, is now being transitioned: pedagogical approaches and methods are changing. In the pedagogical system, the work style of teachers, structural changes are taking place. In this regard, the introduction of information technology in the educational process, including in the primary grades, is a pressing issue today. According to the federal state education standard, information technology is described as a basic pedagogical technology that should be integrated into the entire educational process. In the field of education, the concept of "Information Technology" has been used for the most part since the late 1980s, when mass computers were mass introduced in high school. Many researchers have been and continue to be involved in the application and application of information technology in the educational process. More than twenty years ago, BG Ananiev outlined the prospects for the use of various technical means in education: "A new technical or industrial pedagogy is being built on the basis of a combination of technical and pedagogical sciences, engineering and pedagogical psychology. [1]

The use of information and communication technologies in the work of primary school teachers is essential. In this regard, concepts such as "information technology", "communication technology", "new information technology in education", "digital educational resources", "interactive whiteboard", "multimedia presentations" have entered our lives. In addition to

qualities such as the ability to read and write in the modern world. A person with technology and information, with a different, new way of thinking, may have a different approach to assessing the problem that arises and organizing their activities. One of the outcomes of education in primary school should be the readiness of children to master modern computer technologies and the ability to use the information obtained for subsequent self-education. In a modern school, information technology should be considered as one of the teaching methods.

Students in grades 1-4 have visual-figurative thinking, so it is important to build their education using as high quality visual materials as possible. The use of films in lessons allows to increase attention, creates a positive emotional background. They are based on animation, which allows you to draw attention to a specific object, check the correctness of students' answers, describe a sequence of reflections, and so on. The use of information technology in extracurricular activities in primary school is simply necessary. Using the presentations, the teacher can conduct interviews, traffic rules and safety classes, extracurricular activities, competitions, class hours, which will allow you to present any material in a colorful and visual way. [2]

In the work of the teacher it should be borne in mind that the organization of the educational process in primary school, first of all, should contribute to the activation of the cognitive sphere of students, the successful mastering of educational material and intellectual development. Therefore, information technology should perform a specific educational function, helping the child to understand the flow of information, to comprehend it, to remember it, and not to harm health. Information technology should act as an auxiliary element, not the foundation of the educational process. Taking into account the psychological characteristics of the young student, the work using information technology should be clearly thought out and dosed. Thus, the use of information technology in the classroom should be economical. The purpose, location, and method of using information technology should be carefully considered in lesson planning. The use of information technology in a variety of lessons in the primary grades allows for an active transition from the descriptive method of teaching, where the child becomes an active participant in learning activities. I am convinced that the use of computer technology can change the teaching of traditional sciences by increasing interest in learning. [3]

One of the most successful forms of preparing and presenting teaching material for lessons in school by primary school teachers can be called creating multimedia presentations. "Presentation" is translated from English as "presentation". Multimedia presentations are a convenient and effective way to present information using computer programs. It combines dynamics, sound and image, that is. Factors that hold the child's attention for the longest time. Simultaneous exposure to two important cognitive organs (hearing and sight) can have a very large effect. The English proverb says, "I heard - I forgot, I saw - and I remembered." According to scientists, a person remembers 20% of what he hears and 30% of what he sees, and more than 50% of what he sees and hears at the same time. Thus, facilitating the process of perceiving and remembering information using live images is the basis of any modern presentation.

Primary school is a foundation on which the quality of a child's further education depends. This puts a special responsibility on primary school teachers. Its task is not only to teach reading and writing, but also to lay the foundations of the child's spirituality, to develop his best qualities, to teach him the methods of learning activities. The latter is especially important in our rapidly changing world, where the world is full of information. Teach your child to work with information, teach them to learn. Academician A.P. Semenov's "Teaching a person to live in the

world of information is the most important task of a modern school” should be crucial in the work of every teacher. To achieve these goals, there is a need to use information and communication technologies in the practice of primary school teachers.

Education is a collaborative activity between teachers and students, in which the individual's development, education and upbringing take place. In the classroom, the teacher communicates his / her knowledge, skills and abilities to the students through the lessons, and the students will be able to use it as they master it. In the process of learning, students use different forms of learning, that is, they rely on specific differences in the reception, processing and application of the acquired information. In the educational process, the issues of cooperation between teachers and students during the lessons, independent work of students, education and upbringing in the form of extracurricular activities are addressed. [4]

The purpose of education is shaped according to the needs of society. Therefore, the purpose of education should be appropriate and balanced. In the scientific literature, the purpose of education is to develop the skills and abilities to use the opportunities accurately, clearly and appropriately, to develop logical and creative thinking, to increase communicative literacy, to assimilate the national idea, to form an oriental upbringing. Naval enrichment. The educational goal is to improve students' communication skills through independent thinking, oral and written literacy, and the development of logical thinking. The purpose of education is spiritual, ideological and moral education. In the process of learning a language, it is possible to get closer to the cultural and moral values of the people.

Used in repetition or reinforcement activities in the classroom. The choice of a type of game depends on the type of lesson, the level of training of students in the game, their level of knowledge, opportunities for independent creative work, and the ability to quickly recall what has been learned, the degree of creativity. Education focuses on teaching students to think, to understand the opinions of others and to express these ideas orally and in writing. takes place. The way of life and cultural creativity of a nation is studied on the basis of its rich historical heritage. [5]

In conclusion, the appropriateness of the use of information technology in teaching young learners is reflected in their age characteristics, such as better development of visual-figurative thinking than verbal-logical, as well as uneven and underdeveloped analyzers with which children perceive information. Its subsequent processing, if the information is not perceived, cannot be understood, assimilated, cannot become the property of the individual, the element of his culture..

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PECULIARITIES OF ACQUAINTING PRESCHOOL CHILDREN WITH NATURE

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ABSTRACT

The comprehensive development and upbringing of children is carried out by various means. One of them is getting to know nature. Nature is an inexhaustible source of spiritual enrichment. The infinitely diverse world of nature awakens in children a keen interest, curiosity, encourages them to play, work, and artistic activities. Communication with nature, knowledge of its secrets ennobles a person, makes him more sensitive. The more we learn about the nature of our land, the more we begin to love it.

KEYWORDS: *Future Personality, Observing Nature, Preschool Institution, Realistic Ideas, Moral and Ecological Positions, Practical Activities.*

INTRODUCTION

Cognition nature, penetration into its causal relationships between objects and phenomena develops thinking and the ability to form a scientific worldview. The educational value of nature can hardly be overestimated. Many great thinkers and educators have written that the development of a child in the first years of life is largely dependent on the natural environment.

The cause of nature protection depends to a greater extent on the consciousness of each person, his civic responsibility for the fate of his native nature, and this in turn, it requires increased attention to the upbringing of people, a careful attitude to nature, starting already from preschool age - the period of formation of the foundations of a future personality. The upbringing of a careful and caring attitude towards animate and inanimate nature is possible when children have at least elementary knowledge about them, master simple ways of growing plants, caring for animals, observing nature, seeing its beauty. On this basis, children's love for nature is formed, native land. Acquired in childhood, the ability to see and listen to nature as it really is, arouses in children a deep interest in it, expands knowledge, and contributes to the formation of character and interests. Familiarization of preschoolers with nature is a means of educating in their mind's realistic knowledge about the world around them, based on sensory experience. In kindergarten, children are introduced to nature, the changes taking place in it at different times of the year. Based on purchased knowledge, such qualities as curiosity, the ability to observe, think logically, and treat all living things aesthetically are formed. [1]

However, not everything can be correctly understood by children when they communicate with nature on their own, and the correct attitude towards plants and animals is not always formed. To introduce a child into the world of nature, to form realistic ideas - knowledge about its objects

and phenomena, to cultivate the ability to see the beauty of native nature, love, careful and caring attitude towards it - are the most important tasks of a preschool institution.

Communication with nature, knowledge of its secrets ennobles a person, makes him more sensitive. The more we learn about the nature of our Motherland, the more we begin to love it. [2]

Preschool age is one of the first stages in the development of human ecological culture. During this period, the foundations of the personality are laid, a positive attitude towards nature and the world around, as well as the foundations of the moral and ecological positions of the individual, which are manifested in the interactions of the child with nature. A huge role in the environmental education of preschool children is played by practical and research activities in natural conditions. At this age, children predominate sensual, figurative perception of the surrounding world. Ecological education begins precisely with acquaintance with the objects of the immediate environment that the child encounters every day. Interest in nature awakens in children the desire to observe, work, play, and show artistic creativity. [3]

At the same time, a certain system of values is formed, an idea of a person as a part of nature, about the dependence of one's life, one's health on its state. Thus, impressions of native and nature, received in childhood, leave an indelible mark on the soul of the child, and sometimes determine the interests and sympathies of a person for life. Ecological knowledge becomes the basis of ecological education. Educators and parents are the main assistants in familiarizing and communicating kids with this world! In the process of familiarizing children with nature, moral, physical and mental education is carried out. [4]

In the moral development of the child, a special place is occupied by the upbringing in him of love for his native land. Nature and respect for all living things. Walks and games in the fresh air develop muscles and strengthen the nervous system. Children need to be taught the simplest skills and techniques for growing plants and caring for animals. It is important that children get joy from the process and the result of joint work. In any city, you can find natural objects of interest for observation: trees, grass, insects, birds. You can study them in the process of design and research activities. Need to organize- the educational process in such a way that the child strives to learn about the world around him, knows how to establish relationships and, most importantly, can apply the knowledge gained in his practical activities. The project method combines all methods of familiarization with nature: visual, verbal, and practical. [5]

The project allows you to integrate information from different areas of knowledge to solve one problem and apply them in practice. This method makes it possible to develop the individual and collective activities of children, expand their communication experience, enables the teacher to implement a student-centered approach to each child.

At the heart of any project is a problem, the solution of which requires an exploratory search. In the process of children's research, the child receives specific cognitive skills: teaching observation, reasoning, work planning, predicting results, comparison, analysis, generalization, development of cognitive abilities. Therefore, children are given an additional opportunity to join research work, as the leading way of knowing the world around them. Project type: • Group • Long term • Cognitive and creative the project is a “serious game”, the results of which are significant for children and adults. [6]

Required components of the project are children's independence, co-creation of children and adults, development of children's communication skills, cognitive and creative skills, application of acquired knowledge by preschoolers in practice. The tasks of project activities that are set for children when studying the nature of their native land: – Formation of skills of caring attitude to objects of animate and inanimate nature; – Mastering the immediate environment; – Expansion and systematization of elementary geographic ecological views; – Formation of skills for setting up elementary experiments; – Formation of the ability to draw conclusions based on the results obtained; – Development of aesthetic values of nature; – Ability to express the received impressions in creativity; – Development of curiosity, creativity, fantasy and imagination.

For the development of the child's thinking, a rich sensory experience is necessary, which he receives from the perception of various objects, the natural world, and social life. [7]

Environmental education is a new category that is directly related to the science of ecology and its various branches. Each acquaintance with nature is a lesson in the development of the child's mind, creativity, feelings. The purpose of the ecological education of preschoolers is to educate the basics of the ecological culture of the individual, to familiarize themselves with the nature of their native land, in including during the design process. [8]

The initial elements of ecological culture are formed on the basis of the interaction of children under the guidance of adults with the subject-natural world that surrounds them: plants, animals, their habitat, objects made by people from materials of natural origin. Ecological education of children should be considered, first of all, as moral education, since the basis of a person's attitude to the natural world around him. We must have humane feelings, that is, awareness of the value of any manifestation of life, the desire to protect and preserve nature.

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STAGES OF DEVELOPMENT OF THE PAMPHLET GENRE IN AMERICAN JOURNALISM

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ABSTRACT

The pamphlet genre aims to ridicule some human vices and to denigrate the qualities portrayed by the protagonist who appear to the author to be the bearer of any social evil. Its other features have always been its limited size. However, as an emerging genre, it aimed to have a direct impact on public opinion. Including in American journalism, the pamphlet genre has evolved with age-old goals, and these stages have become the subject of this article.

KEYWORDS: 20th Century America, Jodie Collins, Soviet Union, American Revolution, pamphlets, International Pulitzer Prize, Gordon Wood, United States, Brand Law, New York.

INTRODUCTION

The main part

It is important that the field of journalism, which is restoring the right to freedom, has its own audience and is expanding day by day. It is also known for its different directions, reaching any region of the world, finding more refinements, discovering new directions. The pamphlet genre, which has been around for a long time and is still based on the principle of critical thinking, is of great importance.

It is difficult to imagine modern journalism without digital journalism, internet journalism. Today's journalism prefers critical articles and caricatures such as feuilletons, satire, humor, rather than artificial articles that consist of praise and applause. The pamphlet was created for the same purpose. By studying this genre, we aimed to look at the world with criticism and analysis, handing out pamphlets based on solid evidence, and drawing conclusions. [1]

Where there is criticism, there will be a rise. Not only does it apply to journalism, but it is capable of changing an entire country, the world. The pamphlet, which consists of poisonous criticism aimed at politics, leads to development. Significantly, such policy-oriented criticisms can be encountered in the research process. In the process of studying history, in addition to analyzing misconceptions, we have cited the correct ones as evidence. We have explored the most popular pamphlets created in the history of international journalism and to date. We analyzed the styles and approaches in them.

America is a leader not only in political and economic development, but also in the development of science and technology. American journalism is also a leader in the creation of pamphlets that have been the subject of our research.

For centuries, pamphlets have been one of the most important tools for disseminating various objections, opinions, and ideas to the public. However, their ideological goals were not welcomed by the government. Because the pamphlets were sharp and harsh. And the public took it as a sign of rudeness. That's why the term "pamphlet" or "pamphlet writer" is used in a negative sense.

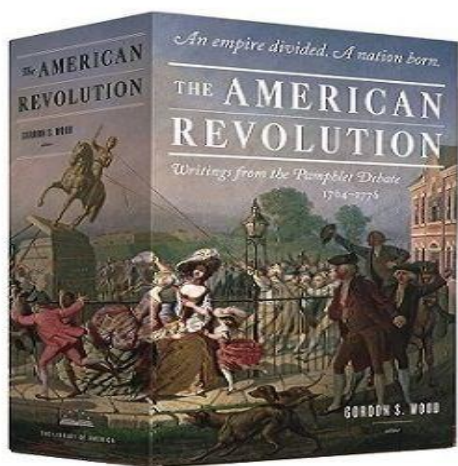


But by the 20th century, the term pamphlet had become a completely different concept and had become important in the life of society. So how did 20th century America achieve this? What works influenced the nature of the pamphlet and the views of the people? [2]

But what about the pamphlet in 20th century America? How did new and improved technology and the radical, modern political landscape change the nature of the pamphlet?

These questions can be answered through research by AHRS doctoral student Jodie Collins:

"Because I did a lot of previous research on the radical politics of the pre-war period, I was very excited about the prospect of studying American political pamphlets from 1920-1945. This project is a doctoral defense co-sponsored by the British Library and the University of Sussex funded by AHRC, which uses a wide range of American political pamphlets stored in the library. The full size of the available brochures is not yet known, and one of the main goals of the project is to create a consistent and comprehensive digital database of brochures for the library, making them more accessible to researchers and the public," Collins wrote in his article. [3]



According to him, the first result of the research is a pamphlet. Published by partners in the Soviet Union, the article is filled with photographs of working life during the Soviet era and reflects the achievements of the first five years.

Like journalism in other countries, American journalism is a subject of war, and fascism is a major period in the writing of pamphlets. The researcher, to the best of his ability, turned to articles on the world war between the two poles. American journalism has witnessed thousands of articles on the war. [4]

Historian Gordon Wood, a Pulitzer Prize winner, is leading the way in covering the American Revolution with his collection of pamphlets. In his collection, he

envisions the United States and brings together broad, in-depth evidence.

Historian Gordon S. Wood presents an important two-volume edition of the political debates that led to independence on the occasion of the 250th anniversary of the Mark Lane Crisis, the beginning of the American Revolution, an important coup. The collection reflects the debate between Americans and Britons, as well as colonialists. This collection is housed in two major American libraries. The American Revolution pamphlet collection includes entries from the 1764-1772 debate as a gift to the American Guardian Foundation of Sydney and Ruth Lapidus. [5]

In almost every newspaper of the day, in every issue, pamphlets designed to deceive the American people, to criticize their persuasive actions, to promote something, had a strong impact on American life. With the rapid mental growth of the American population and the reduction in the cost of printing articles, the use of pamphlets flourished in the 19th century. Revealing passionate views and perspectives not found in other print genres, these unique works include speeches, debates, narrations, poems, songs, memoirs, and legal announcements on issues of slavery, suffrage, and dozens of other divisions. and this collection has seen the face of the world. [6]

It reflected the different attitudes and opinions of the most often overlooked strata of society. Produced from an unusual collection of pamphlets by the New York Historical Society, this unique resource has been published in every region of the United States. The collection features more than 25,000 short works. These articles, which were key to the study of race, ethnicity, and gender in the early 19th and 20th centuries, cover 100 years of American life from the Jackson era to the beginning of the Jazz era. Researchers study politics and government, religion and religious movements, the arts and entertainment, business and economics, health and medicine, education, immigrants and ethnic groups, American Indians, slavery and the civil war, afro-Americans, women, and science and technology have become the subject of pamphlets. [7]

CONCLUSION

The word pamphlet is harsh, violent, sharp, and in turn poisonous. It is both sad, problematic, and dangerous for all of humanity. At the same time, the subject he covers criticizes not only one city or one state, but the politics of the whole world. In the beginning, its development was a bit difficult. [8]

Pamphlets have been printed materials written by authors in a very large socio-economic circle. In the 19th century, few Americans were able to write a pamphlet. The history of pamphlets is not a widely studied subject, and what has been written is more focused on their use in modern Europe. Many of the scholars who conducted the research aimed to improve the genre, and these efforts were not ineffective. It is their work, the pamphlet articles they have collected, that have given rise to thousands of works today.

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MODERN POSSIBILITIES OF A DIFFERENTIATED APPROACH TO THE TREATMENT OF INFERTILITY IN WOMEN WITH POLYCYSTIC OVARY SYNDROME

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ABSTRACT

Polycystic ovary syndrome is one of the most common pathologies in gynecological practice. The frequency of this pathology is approximately 11% among women of fertile age, and in the structure of endocrine infertility it reaches 70%. The main complaints of patients are: infertility (35-74%), hirsutism (17-83%). The article provides data on a differentiated approach to the treatment of patients with PCOS for the natural restoration of fertility. The study examined 150 patients who applied to the gynecological department of the regional Perinatal Center in Samarkand and the gynecological department of clinic No. 1 of the Samarkand State Medical University for infertility in 2018-2021. Fifty patients underwent an attempt to restore fertility without surgery. Endosurgical interventions were performed in 100 patients in order to normalize ovulatory function and treat infertility. We analyzed the effect of surgical treatment of PCOS, taking into account the volume of surgery, on the levels of homocysteine, AMH, total testosterone, FSH, LH, the ratio of FSH / LH and total estradiol, which were determined before - and three months after the intervention. All patients were divided into 4 subgroups depending on the diagnosed phenotypes. Using the methods of differentiated conservative and surgical treatment of infertility in women with different phenotypes of PCOS based on the study of clinical, laboratory and ultrasound parameters, pregnancy occurs in 75.3% of patients.

KEYWORDS: *Antagonists Of Gonadotropin Releasing Factor, Combined Oral Contraceptives (Cocs), Polycystic Ovary Syndrome (PCOS), Normalization Of Body Weight, Correction Of Metabolic Disorders, Stimulation Of Ovulation, In Vitro Fertilization (IVF).*

INTRODUCTION

In recent years, much attention has been paid to the role of endothelial dysfunction as a cause of the development of PCOS [1]. One of the factors of endothelial damage is hyperhomocysteinemia, which has a toxic effect on the cells of the inner surface of blood vessels. There is conflicting evidence regarding the level of hyperhomocysteinemia in women with PCOS. Some authors believe that there is an increase in homocysteine levels in women with PCOS compared with healthy women [2]. But others did not find hyperhomocysteinemia in this cohort of patients [3]. The question of the relationship between homocysteine and androgens in patients with PCOS remains controversial [4]. There is evidence of the ability of androgens to increase homocysteine levels [5].

PCOS have a high risk of developing hyperhomocysteinemia at a young age, which, in combination with hyperandrogenism and hypoestrogenia, leads to endothelial dysfunction and requires the identification of hyperhomocysteinemia in order to choose the most effective method of treating PCOS. Andreeva E.N. et al. (2018) showed that folate-containing COCs in patients with PCOS lead to a decrease in testosterone levels and hirsute number, but does not affect the metabolic profile (BMI, waist circumference, insulin level). An increase in homocysteine concentration in patients with PCOS is a reason for a deeper study of its secretion in this contingent of patients in order to improve treatment methods and improve treatment outcomes. [6]

The use of insulinsensitizers is not only indicated in the presence of insulin resistance, but also helps to reduce the risk of developing hyperstimulation syndrome during in vitro fertilization in patients with PCOS [7]. Of the medications for insulin-resistant patients with normal body weight, metformin therapy is recommended at the first stage. A drug from the biguanide class Metformin (Glucophage, Siofor) leads to a decrease in peripheral insulin resistance, improving the utilization of glucose in the liver, muscles and adipose tissue, normalizes the lipid profile of the blood, reducing the level of triglycerides and LDL, without affecting the function of β -cells of the pancreas. The drug is prescribed at 1000-1500 mg / day according to the control of a glucose tolerance test. The duration of therapy is 3-6 months, including against the background of ovulation stimulation. [8]

The advantages of ovulation induction with the use of clomiphene citrate (in comparison with gonadotropins) when trying to naturally restore fertility include a much lower likelihood of ovarian hyperstimulation syndrome, multiple pregnancies (due to the higher frequency of a monofollicular response), as well as the low cost of this drug. Nevertheless, despite the described advantages of stimulating ovulation with the use of CC, gonadotropins are also used in natural fertility recovery programs. Thus, gonadotropin preparations have an absolute indication for the appointment of patients with primary and secondary hypothalamic-pituitary insufficiency (HPH), since at low E₂ values (<100 pmol / l) CC is in principle unable to implement the feedback mechanism with the pituitary gland, increasing the formation of endogenous FSH. This is due to the fact that in a hypoestrogenic state, CC does not manifest itself as an antiestrogenic drug and therefore turns out to be completely useless as an indirect inducer of ovulation. [9]

Materials and methods

The work is approved in our country by the Higher Attestation Commission. As a result of the work, methods of differential diagnosis and treatment of patients diagnosed with PCOS were introduced in the perinatal center and the 1st maternity hospital.

Patients were informed that their medical data would be used for scientific purposes. The study examined 150 patients who applied to the gynecological department of the regional Perinatal Center in Samarkand and the gynecological department of clinic No. 1 of the Samarkand State Medical University for infertility in 2018-2021. The age of the examined patients was from 22 to 35 years old, on average 29.8 ± 3.4 years. [10]

50 patients underwent an attempt to restore fertility without surgery. Endosurgical interventions were performed in 100 patients in order to normalize ovulatory function and treat infertility: in 64 women - drilling or unilateral ovarian resection, in 36 - bilateral ovarian resection.

Surgical interventions on the ovaries included drilling / resection using conventional techniques under endotracheal anesthesia using a laparoscopic approach. The indication for surgery was the lack of effect from conservative stimulation of ovulation with clomiphene-citrate (CC), carried out in at least three cycles, the absence of effect from the appointment of COCs with an antiandrogenic progestin to normalize the menstrual cycle for 6 cycles, the patients were over 30 years old. [11]

The waiting period for spontaneous pregnancy after surgery was one year, provided the menstrual and ovulatory functions were normalized within three months. Ovulation was assessed according to the Cliaplan test.

In the absence of ovulation within three months after the operation, ovulation inducers (clomiphene - citrate and rFSH) were additionally and sequentially used, each no more than three cycles according to generally accepted methods. While maintaining anovulation, the patients were recommended IVF. The IVF procedure was also prescribed to patients with ovulatory function restored against the background of folliculogenesis inducers, but with persisting infertility. [12]

We analyzed the effect of surgical treatment of PCOS, taking into account the volume of surgery, on the levels of homocysteine, AMH, total testosterone, FSH, LH, the ratio of FSH / LH and total estradiol, which were determined before - and three months after the intervention.

At the second stage of the work, the effectiveness of the IVF procedure was assessed in 72 patients operated on for infertility with PCOS. The indication for IVF was both the preservation of anovulation after the operation, which was not stopped by the ovulation inducers (CC and rFSH), and the preservation of infertility against the background of confirmed ovulation, restored as a result of the operation or with the additional use of ovulation inducers after the operation. [13]

During an objective examination of the patients, the following indicators were determined:

- 1) Height, body weight, waist-to-hip ratio (W / H) to characterize the type of distribution of adipose tissue, body mass index.
- 2) The condition of the skin and integuments (the presence of striae, acanthosis nigroid, acne, hirsutism). With excessive hair growth, the time of its appearance was specified.

3) The condition of the mammary glands (degree of development, the presence of discharge from the nipples, masses).

Gynecological examination used bimanual examination, examination of the cervix in mirrors and cytological examination of smears. If necessary, a simple or extended colposcopy was performed.

Before surgery, a standard examination was performed: blood type, Rh-affiliation, coagulogram, blood chemistry, general urine analysis, general blood test, blood glucose test. Antibodies to infection were determined in the blood - toxoplasmosis, rubella, cytomegalovirus, herpes. In obese patients, the lipid spectrum of blood was determined (glucose-tolerance test, total cholesterol, HDL, LDL). [14]

Of the instrumental methods, a chest X-ray and electrocardiography were used without fail in all patients.

The standard preliminary examination also included a therapist's conclusion about the patient's somatic health and the absence of contraindications to pregnancy and childbirth.

The detection of endometrial pathology by ultrasound was an indication for hysteroscopy and histological examination of endometrial scraping. Morphological examination of the endometrium was carried out in the Department of Pathological Anatomy of Clinic No. 1 of the Samarkand State Medical Institute. [15]

Ultrasound was also used to monitor the parameters of folliculogenesis and endometrial thickness in the dynamics of ovulation stimulation cycles, as well as to diagnose the alleged pregnancy.

In hormonal studies at the initial examination stage, total testosterone (T), free testosterone, dehydroepiandrosterone sulfate (DEA-S), prolactin, basal levels of total estradiol (E2), follicle-stimulating hormone (FSH), luteinizing hormone (LH) and the ratio of LH / FSH, studied thyroid hormones (T3, T4, TSH), prolactin. Similar hormonal studies (with the exception of the definitions of DEA-C, prolactin, T3, T4, and TSH) were performed 2-3 months after ovarian surgery. Before the IVF procedure, the level of total testosterone was additionally clarified. [16]

Determination of E2 was also used for hormonal monitoring of the process of ongoing desensitization of the pituitary gland (in a long protocol with GnRH agonists), as well as, along with ultrasound monitoring data, to monitor the effectiveness of the ovulation stimulators used (clomiphene-citrate, rFSH) and calculate the time of administration of the trigger ovulatory dose of CG. ...

In comparative studies of the used ovulation stimulation protocols used in IVF programs, the progesterone level was additionally determined on the day of administration of the permissive dose of hCG. A sign of a premature ("parasitic") LH peak was a progesterone concentration > 1 ng / ml. [17]

To diagnose pregnancy, the concentration of the β -subunit of hCG was determined: on the 14-16th day after the registration of ovulation in the period of monitoring the results of surgical treatment (supplemented or not with ovulation inducers) or on the 14th day after the transfer of embryos in IVF cycles. [18]

All patients with BMI over 26 were prescribed an appropriate diet with a total caloric value of up to 2000 kcal and dosed physical activity at the first stage of treatment. In parallel, metformin was prescribed 500 mg x 3 times a day.

Patients with irregular menstrual cycles were prescribed COCs with drospirenone - Midiana (Gedeon Richter) for 6 menstrual cycles. When diagnosing hyperhomocysteinemia, folate - containing COCs - Yarina + (Bayer) was prescribed.

CC was prescribed to patients with preservation of anovulation after surgery for three cycles. The dose of the drug was 100 mg / day for 5 days (from the 5th day of the cycle). The adequacy of the response of the ovaries to stimulation of CC began to be assessed from the 1st day of its cancellation, by determining the size of the growing follicles and the concentration of E2 in the blood according to the ultrasound data. In the presence of a mature follicle 18-20 mm in size, concentration E2 = 500-2000 pmol / l (depending on the number of mature follicles), an ovulatory dose of hCG of 10,000 units was administered. [19]

In the absence of mature follicles 5-6 days after the withdrawal of CC, the ovulatory dose of pregnyl was not administered. In such cases, gestagens were prescribed for 10 days to detect a menstrual-like reaction, and stimulation was repeated according to the same scheme. If the use of CC in three cycles ensured the restoration of ovulation, but was not accompanied by pregnancy, this was the rationale for the appointment of IVF. [20]

Ovulation induction with rFSH (Puregon) was performed from day 3 of the cycle or menstrual-like reaction caused by gestagens. The dose of rFSH was administered from 50 to 75 IU for 5 days, followed by assessment of the adequacy of the dose and duration of drug administration based on generally accepted hormonal and ultrasound criteria. With controlled stimulation, the response of the ovaries according to ultrasound data was assessed before the start of stimulation, on the 5th day, the introduction of rFSH, then (with an adequate response) - every other day, and upon reaching a dominant follicle of 15 mm in size - daily. E2 measurements were carried out on the 2nd day of the cycle, when a follicle with a diameter of 15 mm appeared, and then according to indications. With adequate growth of follicles, the dose of the drug remained the same, if necessary, it was corrected. When the dominant follicle reached a diameter of 18 mm, hCG (pregnyl) was injected at a dose of 10,000 U. Confirmation of ovulation and management of the luteal phase were carried out in the same way as in cycles with the use of CC. [21]

The rFSH protocol was used no more than 3 times, and, with persisting infertility, the patients were referred for IVF.

Results and Discussions

All patients were divided into 4 subgroups (table 1) depending on the diagnosed phenotypes.

Distribution by phenotype was carried out based on the characteristics indicated in Table 1.

TABLE 1. SIGNS OF MAJOR PCOS PHENOTYPES

	n	Hyperandrogenemia	Anovulation	RMB	AMG	Metabolic traits
Phenotype A	62	YES	YES	YES	Elevated	YES
Phenotype B	40	YES	YES	NO	Unknown	YES
Phenotype C	32	YES	NO	YES	Slightly increased	Slight
Phenotype D	16	NO	YES	YES	Slightly increased	NO

All patients presented with unsuccessful infertility treatment. In the anamnesis, 138 (92%) have already received treatment aimed at correcting menstrual irregularities using hormonal and non-hormonal agents. But without effect. In order to stimulate ovulation, 87 (58%) patients were prescribed clomiphene citrate in the past (for 3-6 cycles). [22]

The study of the hereditary history revealed that the mothers of 61 (40.7%) patients also had menstrual and reproductive disorders. In addition, there was a high frequency of childhood infections (in 81 - 54%) and chronic infectious and inflammatory diseases, such as chronic tonsillitis, chronic pyelonephritis, chronic bronchitis in 29 - 19.3% of those examined during puberty. [23]

In most patients, menstrual irregularities manifested themselves as oligomenorrhea (cycle duration 40-90-120 days). The average duration of menstrual irregularities was 10.5 ± 3.2 years and ranged from 1 to 19 years. The average duration of infertility was 7.2 ± 2.9 years and ranged from 1 to 14 years. Primary infertility occurred in 82 patients, secondary - in 68. The distribution of forms of infertility depending on the phenotype of women with PCOS is shown in Table 2.

TABLE 2 TYPES OF INFERTILITY IN PATIENTS WITH DIFFERENT PHENOTYPES OF PCOS

Phenotype	Primary (abs., %)	Secondary (abs., %)
A(n=62)	59(95,2)	3(4,8)
B(n=40)	20(50)	20(50)
C(n=32)	19(3,1)	31(96,9)
D(n=16)	2(12,5)	14(87,5)

Of the 150 examined patients with PCOS, only 1/5 had urgent labor, another 12 (8%) women had a history of preterm labor. Moreover, only one patient with phenotype C had two children, 25 women with different phenotypes had 1 child each, and patients from the subgroup of phenotype A had no children at all, secondary infertility occurred in three patients after two spontaneous early abortions and one ectopic pregnancy. [24]

When clarifying concomitant gynecological diseases according to the anamnesis, it was found that:

- 8 women (5.3%) underwent myomectomy for subserous uterine fibroids;
- 13 women (8.7.1%) previously received conservative hormonal treatment for endometriosis

During gynecological examination and colposcopy, cervical diseases were detected in 25 (16.7%) patients:

- Erosion and pseudo-erosion of the cervix - in 18 women (12.0%);
- Polyps of the mucous membrane of the cervical canal - in 7 women (4.7%).

81 patients (54%) were prescribed hysteroscopy to exclude uterine infertility and in the presence of abnormal uterine bleeding to exclude pathology of the uterine cavity. In all cases, an additional histological examination of the endometrial scraping was carried out. At the same time, the following pathological conditions were diagnosed in 59 women (39.3%): [25]

- Endometrial hyperplasia - in 20 (13.3%) patients;

- Endometrial polyps - in 5 (3.3%) patients;
- Hypotrophy or atrophy of the endometrium - in 34 (22.7%) patients (similar changes were recorded among patients with secondary amenorrhea and severe oligomenorrhea with delays in menstruation from 3 to 6 months);
- submucous myoma - in 1 (0.7%) patients.

During laparoscopy performed in 100 (66.7%) patients for the purpose of surgical stimulation of ovulation, the following concomitant factors of infertility were found:

- Adhesive process of the 1st degree according to the classification of Hulka J.F - in 9 patients (6%);
- External genital endometriosis I-II degree according to the AFSCE classification in 3 patients (2%);
- subserous uterine myoma - in 4 patients (2.7%);
- Ovarian cysts - in 3 patients (2%)

In total, during laparoscopy, these pathological manifestations were found in 19 (12.7%) patients, in 5 (26.3%) of them there was a combination of several types of pathology.

Clinical signs of hyperandrogenism were detected with the following frequency:

- Obvious hirsutism or borderline values of the hirsut number - in 96 (64%) patients;
- Oily skin with acne - in 38 (25.3%) patients.

It should be noted that these were all patients of A, B, C phenotypes, which amounted to 89.3% in relation to all examined patients. At the same time, the most pronounced clinical manifestations of hyperandrogenism were observed in patients with phenotype A. [26]

Determination of body mass index (BMI) showed that 75 (50%) patients were overweight. BMI values from 25 to 29.9 (defined as overweight or preobesity with a low risk of metabolic complications) were determined in 35 (23.3%) women; BMI values from 30 to 40 (obesity of I and II degrees with an average risk of metabolic complications) - in 42 (28%) women. Visceral distribution of adipose tissue (OT / OB ratio over 0.83) or waist circumference over 80 cm was observed in 71 (47.3%) women. It was found that if among patients with BMI <26 such patients were about 30% (12 women out of 40), then among patients with overweight their number reached 64% (48 women out of 75). [27]

Nigroid acanthosis was detected in 26 women (17.3%). All patients with this sign had a BMI over 30 and a visceral type of adipose tissue distribution. Most often, this sign was found in patients with phenotype A and B (57.7%).

There were no significant differences in the amount of altered hormones among all phenotypes of women with PCOS. A significant difference was observed only when compared with the control group. [28]

When performing transvaginal ultrasound (to better visualize the ovaries and accurately count the number of follicles), the characteristics proposed in the Rotterdam Consensus were guided (Table 3). The examination was carried out on days 2-5 of the cycle so that the growing follicle does not cover small antral follicles and / or changes in the volume of the ovaries.

TABLE 3 OVARIAN ULTRASOUND CHARACTERISTICS PROPOSED IN THE 2003 ROTTERDAM CONSENSUS FOR THE DIAGNOSIS OF PCML

	Rotterdam criteria(2003)
Number of follicles	>12 follicles
Follicle sizes	2–9 mm diameter
Ovary size	>10 ml ³

Patients with PCOS A, B, D phenotypes were characterized by symmetric bilateral enlargement of the ovaries with the formation of small cystic changes in the cortical layer and a significant thickening of the tunica albuginea. The volume of the ovaries in these subgroups reached 10.1-16.8 cm³ (mean value 13.8 cm³), which is much higher than normal values (3-8 cm³). In 110 women with PCOS (73.3%), we identified multiple small cystic formations (up to 10 or more) with a diameter of 2–8 mm, usually located on the periphery, an increased volume of the ovarian stroma and, on average, slightly enlarged ovaries. All these patients were from subgroups of phenotypes A, C, D. In 40 examined subgroups of phenotype B, ultrasound did not reveal any abnormalities in the structure of the ovaries. In the total mass of the examined patients, this amounted to 26.7%. It should be especially noted that during ultrasound examination of patients with PCOS in 39 (26%) the uterus was reduced in size, especially its thickness. The contour of the uterus in all cases was clear, no changes in its internal structure were revealed. The M-echo was most often not detected. [29]

Despite the fact that the patients had a normal body weight, they had significant changes in the lipid spectrum of the blood compared to women from the control group.

TABLE 4 INDICATORS OF CARBOHYDRATE METABOLISM IN WOMEN OF DIFFERENT PHENOTYPES OF PCOS

Indicator	Phenotypes				
	A	B	C	D	Control
Blood glucose (mmol/l)	6,7±1,5*	6,1±1,9*	6,5±1,1*	5,7±1,0*	4,8±1,0
Glycosylated hemoglobin (%)	7,9±2,0*	6,9±2,7*	6,5±1,0*	5,9±0,1*	6,1±0,4
C-peptide (ng/ml)	3,9±2,2*	3,5±2,9*	2,6±2,0*	2,2±0,2*	1,7±0,9
Insulin (μIU/ml)	24,5±1,7*	25,0±1,5*	20,5±1,1*	22,1±1,1*	18,1±1,7

reliability of differences between the compared indicators with the control group*

The average level of homocysteine in patients with PCOS was $10.8 \pm 1.4 \mu\text{mol} / \text{L}$, which is significantly higher than in the control group. In 102 (68%) women with PCOS, hyperhomocysteinemia occurs. At the same time, it should be noted that in women with PCOS phenotypes A, B there is a significant significant increase in homocysteine, while in patients with PCOS phenotypes C, D there were insignificant non-significant differences from the control group. These findings prove that androgens can increase homocysteine levels. All this was the reason for the appointment of folate-containing COCs with drospirenone to women with PCOS in order to normalize the menstrual cycle and reduce homocysteine levels. However, COCs were prescribed for patients with BMI <30. Forty-two patients with BMI > 30 were initially prescribed appropriate nutrition, dosed exercise, and metformin. COCs were added to metformin when the BMI reached 29.9 kg / m² and below. [30]

Using the tactics of reducing body weight to a BMI below 29.9 and prescribing metformin in the first cycle after discontinuation of COCs, we managed to induce ovulatory cycles in 43 (28.7%) patients. However, we observed spontaneous pregnancy only in three women of phenotype C (they had an ovulatory cycle before treatment, but were overweight).

In 40% of patients with PCOS, ovulation does not occur after multiple cycles of CC treatment; they are considered resistant (resistant) to CC. In our study, of 47 patients who underwent ovulation stimulation with clomiphene citrate for 6 cycles, 16 women were clomiphene-resistant (34% in relation to the group with this method of treatment, and 10.7% in relation to all examined). [31]

Only 1 course of ovulation stimulation with gonadotropins was carried out, as a result of which 15 out of 21 women (71.4%) received ovulatory cycles. However, clinical pregnancy occurred only in 11 patients of this group, which was 7.3% in relation to all examined and 52.4% in this group. All patients with phenotype D (4 women) and 7 patients with phenotype A became pregnant. The protocol was canceled in 6 women who had more than 3 follicles larger than 16 mm in the middle of the protocol. 10 patients in this group (47.6%) were referred for IVF.

In total, we observed 100 patients with different phenotypes of PCOS who underwent surgical treatment of anovulation. In 64% of cases, LD was performed, in 36 - a typical bilateral wedge resection of the ovaries. All operations were performed under endotracheal anesthesia. We did not observe any surgical and anesthetic complications during the operation or in the postoperative period. In the postoperative period, the patients were observed for three menstrual cycles. Spontaneous clinical pregnancy occurred in 67% of women. These were mainly patients with phenotypes A, C, D - 38%, 20%, 9%, respectively. 33% of patients from this group, after the diagnosis of anovulation 3 months after surgery, were re-prescribed clomiphene citrate for 3 months. As a result, natural conception was achieved in 8 patients with phenotype B, two patients with phenotype A. In total, 10% of women with PCOS became pregnant after repeated use of clomiphene citrate after surgery. [32]

Thus, we achieved natural restoration of fertility in only 133 women with PCOS. 17 patients were referred for IVF.

CONCLUSIONS

Using the methods of differentiated conservative and surgical treatment of infertility in women with different phenotypes of PCOS based on the study of clinical, laboratory and ultrasound parameters, pregnancy occurs in 75.3% of patients.

The main diagnostic criteria for PCOS phenotypes were: clinical / biochemical manifestations of hyperandrogenism in combination with chronic anovulation (41.3%); chronic anovulation plus hyperandrogenism with normal ovaries (26.7%); ovulatory cycles, PCML and hyperandrogenism (21.3%); chronic anovulation, PCML without hyperandrogenism (10.7%).

Fertility varies depending on the specific phenotype of PCOS and comorbidities: with weight loss and hyperhomocysteinemia, spontaneous pregnancy occurs in 2% of women (phenotype C). 12.1% of patients require ART.

Low-dose and slow stimulation with gonadotropin leads to pregnancy in 7.3% (phenotypes D, A). After surgical treatment, spontaneous clinical pregnancy occurs in 67% of women. With a

combination of surgical treatment with stimulation of ovulation with clomiphene citrate, pregnancy occurs in 10%.

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SEMANTIC FEATURES OF ENGLISH NARRATIVE TEXT

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ABSTRACT

In linguistics, semantics is the subfield that is devoted to the study of meaning, as inherent at the levels of words, phrases, sentences, and larger units of discourse (termed texts). The basic area of study is the meaning of signs, and the study of relations between different linguistic units and compounds: homonymy, synonymy, antonymy, hypernymy, hyponymy, meronymy, metonymy, holonymy, paronyms. A key concern is how meaning attaches to larger chunks of text, possibly as a result of the composition from smaller units of meaning. Traditionally, semantics has included the study of sense and denotative reference, truth conditions, argument structure, thematic roles, discourse analysis, and the linkage of all of these to syntax.

KEYWORDS: *Text, Literary, Descriptive, Explanatory, Narrative Text, Semantics, Persuasive.*

INTRODUCTION

In academic terms, a text is anything that conveys a set of meanings to the person who examines it. A text is a sequence of sentences or paragraphs bonneted by a common theme, the main idea and having semantic completeness. You might have thought that texts were limited to written materials, such as books, magazines, newspapers, and 'zines (an informal term for magazine that refers especially to fanzines and webzines). Those items are indeed texts—but so are movies, paintings, television shows, songs, political cartoons, online materials, advertisements, maps, works of art, and even rooms full of people. If we can look at something, explore it, find layers of meaning in it, and draw information and conclusions from it, we're looking at a text. [1]

The general description of text

The text is being explored from different point of view: the information it contains, peculiarities of its perception, syntactic and semantic structure, communicative orientation, spatial and temporal structure, categories, etc. Nonetheless, there are many unsolved problems in text theory connected with different approaches to its study and original methods of its investigation and interpretation. As far as the basis of all possible interpretations is the text itself, let us start with its definitions, approaches to its analysis and structure. We should understand a text as a concrete work, which has a headline and which is completed in relation to content of this headline; this

work consists of interrelated parts and has goal-directedness and pragmatic setting. Text may be investigated as the sequence of signs, perceived by the native tongues of the given language to a great extent invariantly, as a cultural phenomenon. Text was defined as a unit larger than the sentence, and the research was oriented towards discovering and classifying types of text structures. We must also keep in mind that the text can be studied under different points of view and that its perception can depend on recipient's attitude. A great variety of texts naturally gives life to various approaches to them, such as historical, cultural, psychological, sociological, ethnologic, aesthetic, structural, and many others. [2]

Traditionally text is considered from the point of its structure and its content. Different text categories are based on this principal subdivision. As far as the object of my research is text content, let us focus on its different understanding. According to this model word meanings are registered in one's memory as sets of their semantic characteristics and the closer words in semantic space are located, the closer they are in their contents [3]. This is the understanding of the semantic space notion in psycholinguistics. Linguists define text semantic space as a mental creation formed by the verbal literary work itself and text interpretation by a reader in the course of his/her perception. This mental creation is caused by the intention of the author and contains a set of language signs – words, sentences, complex syntactic whole (virtual space) [4]. Thanks to the appearance and further development of cognitive linguistics the notion of text semantic space has changed.

DISCUSSION

In linguistics, the term "text" is used in a broad sense, including samples of oral speech. Text perception is studied within the framework of text linguistics and psycholinguistics. For example, I. R. Galperin defines the text as follows: "This is a written message objectified in the form of a written document, consisting of a number of statements united by different types of lexical, grammatical and logical connections, having a certain moral character, pragmatic attitude and, accordingly, literarily processed" [5]. To understand what a text is, let's compare the following statements. 1. "The sun set below the horizon. Cars are scurrying around in the city. Cranes are purring in the sky". 2. "The sun set below the horizon. Summer twilight is gradually gathering. And now, one by one, the lanterns are timidly lit up in the city. And cars are already scurrying through the streets with their headlights on, like big-eyed beetles". Both examples start with the same message about the setting sun. The first passage uses sentences that are not related to each other in any way: neither in meaning nor grammatically. Each offer carries its own highly individual information. It can be concluded that these are disparate proposals. The second example describes the picture of the onset of a summer evening in the city. Each subsequent sentence, like an artist painting a landscape, adds a new semantic smear to this description. The sentences are related in meaning (description of a summer evening), logically (gradual unfolding of the action) and grammatically. This passage has a common theme, which can be indicated by the title "Evening in the city". We conclude that this set of sentences can be called the word "text". This lexeme is borrowed from Latin and literally means "fabric, plexus, connection".

The text, in its own way, consists of a certain number of sentences. One sentence, even a very common, complex one, cannot be called a text, since the text can be divided into independent sentences, and the parts of the sentence are combined according to the laws of the syntax of a complex sentence, but not the text. The main thesis of the text consists of two or more sentences. The semantic integrity of the text reflects the connections and dependencies that exist in reality

itself (social events, natural phenomena, a person, his appearance and inner world, objects of inanimate nature, etc.

There are many different text types a person may encounter in the course of a single day. They might read a newspaper article in the morning, then write a letter (or email) to a friend, follow a recipe to make dinner, complete an application form, pick up a leaflet, before finally savoring a good novel at bedtime. While all of these forms of text have the written word in common, each has its own unique features and conventions. There are many different ways to categorize the broad range of reading and writing materials we can encounter in a single day. But, generally speaking, it's helpful to think of them in terms of two overarching and broad categories: factual and literary.

Factual texts are written in order to endeavor to inform, instruct, or persuade through the use of facts and information

Literary texts are written in order to seek to entertain, enlighten, or elicit emotion through a creative use of language and structure.

The main idea of a literary work is not stated by the writer, as we know, directly, but reaches the reader through the system of images, through concrete pictures of human life. Most vividly the main idea, I guess, is manifested in text semantic categories, which form text semantic structure. These are the types of text and their definitions:

1. Explanatory text - expression of thoughts, judgments of the author, reflection on any question. The purpose of the reasoning is to bring readers to a certain conclusion. The main purpose of the explanatory text is to explain. This is a subject-oriented type of speech, where the author focuses on presenting a specific topic without announcing his personal opinion. Essays and articles of this kind provide you with relevant facts and figures, but do not communicate opinions. This is a typical textbook style or instruction article.

Purpose of Explanatory texts move beyond providing straightforward descriptions to looking at things like causes and reasons. They move beyond a retelling of what happened, such as in a simple report, to address the why and how of what happened.

2. Descriptive text - reflection of the surrounding reality. The author describes objects, phenomena, appearance, etc. The main purpose of a descriptive text is to describe. This type of writing focuses on describing a character, event, or place in great detail. It can be very poetic if the author tries to make his descriptions extremely accurate. Example: In the description, the author will not just say "A vampire killed his beloved." He or she will change the sentence by focusing on the details and details, for example: "A bloody red-eyed vampire sank his rusty teeth into the soft skin of his beloved and ended her life."

3. Persuasive text is the development and confirmation of a thought, an explanation of a phenomenon (properties of an object) and the expression of one's own opinion. Persuasion answers the questions "why? why?". The main purpose of persuasive writing is to persuade the reader to something. Unlike the explanatory text, the persuasive one reflects the opinions and views of the author. To convince others to accept the author's point of view, the persuasive text provides arguments and justifications. It is often used in complaints, advertisements and articles, partnership offers, cover letters and in newspaper journalism. The text of the persuasion is aimed at convincing, explaining, proving. The reasoning is characterized by the active use of rhetorical

questions and introductory words – bundles: first... second ... third ... hence (thus respectively); meanwhile, because, so. The type of speech is reasoning.

4. Narrative text - suggests a story about something. Events follow each other.

Narrative text cannot be depicted in one frame, so such a text is used in many genres: literary (short story, novel, novel); journalistic (reportage, article, note, essay); scientific (message, article in the media); business (instruction, protocol, report). When we talk about a narrative text, it cannot be separated from a story and a past experience. Most texts dealing to those object, people will call it narrative. When learning any kind of English text, the study will cover 3 important things. they are definition, structure and language characteristics. A narrative, unlike a description, is an image of events or phenomena that do not occur simultaneously, but follow each other or condition each other. The most apparently brief example of a narrative text in world literature is the famous story of Caesar: "I came, I saw, I won." He vividly and accurately conveys the essence of the narrative – this is a story about what happened.

The narrative reveals closely related events, phenomena, and actions as objectively occurring in the past. That is why the main means of such a story is the perfect verbs of the past tense replacing each other and naming actions. The sentences of narrative contexts do not describe actions, but tell about them, that is, they convey the event itself, the action. The narrative is closely connected with space and time. The designation of the place, the actions, the name of the persons and non-persons performing the actions, and the designation of the actions themselves are the linguistic means by which the narrative is conducted.

The stylistic functions of the narrative are diverse, related to the individual style, genre, subject of the image. The narrative can be more or less objectified, neutral, or, on the contrary, subjective, permeated with the author's emotions. Narrative is a text focusing on specific participants. Its social function is to tell stories or past events and entertain the readers. A narrative is a story about an event that occurs in a certain period of time. The actions reflected in the event are consistent, logically related to each other. The narrative can go both from the third person and from the first, and it is characterized by such elements as the beginning (the beginning of the event), the development of the action and the denouement (the outcome of the described event).

Semantic feature

Semantic analysis is used as a learning tool. The semantic feature of a word is any distinctive characteristic of the meaning of a word that serves to distinguish its meaning from the meanings of other words; for example, "widow" differs from "widower" by the semantic feature of belonging to the female sex; the term "irrational" differs from the term "irrational" by the semantic property of belonging to the unconscious. The number of semantic features is directly proportional to the number of its values. For example: a tree, in the meaning of a plant, and a tree, in the meaning of a material. In this case, 2 semantic feature of one word are demonstrated. The meaning of a word in a dictionary is described using a dictionary definition, or interpretation, which is an expression in the same natural language or in an artificial semantic language specially developed for this purpose, in which the meaning of the interpreted word is presented more fully (explicitly) and, ideally, strictly. The word "bachelor" in the dictionary of the semantic component can be represented, as it is done in ordinary explanatory dictionaries, for

example, "a man who has reached the age of marriage and is not married and has never been married" or in the form of a record in a special semantic language.

CONCLUSION

Semantics is concerned with objective or general meaning and avoids trying to account for subjective or local meaning. And it explores the meaning of a word. This theory understands that the meaning of a word is completely reflected in its context. Here the meaning of the word consists in its contextual relations. That is, any part of the sentence that makes sense and is combined with the meanings of other components is designated as a semantic component. Semantic coherence of the text is determined by the function of disclosure, development of the image-symbol, and it is achieved by the level of semantic features.

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AN OVERVIEW OF URBAN PLANNING AND ITS IMPORTANCE

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ABSTRACT

A river usually flowed through the city, to provide water, transport, and sewage disposal. The Romans had a very logical way of designing their cities. The concept of garden cities arose and several model towns were built. However, these were principally small scale in size, typically dealing with only a few thousand residents. More citizens calling for democratic planning & development processes have played a huge role in allowing the public to make important decisions as part of the planning process. These allowed substantial freedoms, yet enforce styles, safety, and often materials in practical ways. Many conventional planning techniques are being repackaged using the contemporary term growth.

KEYWORDS: *Freedoms, Contemporary, Egyptian*

INTRODUCTION

Urban planning designs settlements, from the smallest towns to the largest cities. Urban, city, and town planning integrates land use planning and transport planning to improve the built, economic and social environments of communities. Urban planning can include urban renewal, by adapting urban planning methods to existing cities suffering from decay and lack of in. As an organized profession, urban planning has only existed for the last 60 years. However, most settlements and cities show forethought and conscious design in their layout and functioning. [1]

The pre-Classical and Classical ages saw a number of cities laid out according to fixed plans, though many tended to develop organically. Designed cities were characteristic of the totalitarian Mesopotamian, Harrapan, and Egyptian civilizations of the third millennium .Distinct characteristics of urban planning from remains of the cities of Harappa, Lothal and Mohenjo-Daro in the Indus Valley Civilization (in modern-day northwestern India and Pakistan) lead archeologists to conclude that they are the earliest examples of deliberately planned and managed cities. Archaeological evidence suggests that many Harrapan houses were laid out to protect from noise and enhance residential privacy; also, they often had their own water wells for probably both sanitary and ritual purposes. These ancient cities were unique in that they often had drainage systems, seemingly tied to a well-developed ideal of urban sanitation. [2]

The ancient Romans used a consolidated scheme for city planning, developed for military defense and civil convenience. The basic plan is a central forum with city services, surrounded by a compact rectilinear grid of streets and wrapped in a wall for defense. To reduce travel times, two diagonal streets cross the square grid corner-to-corner, passing through the central square. A river usually flowed through the city, to provide water, transport, and sewage disposal. The Romans had a very logical way of designing their cities. They laid out the streets at right angles, in the form of a square grid. All the roads were equal in width and length, except for two. They were slightly wider than the other's. Bridges were also constructed where needed. The collapse of Roman civilization saw the end of their urban planning, among many other arts. Urban development in the middle Ages characteristically focused on a fortress. [3]

The ideal of wide streets and orderly cities was not lost, however. A few medieval cities were admired for their wide thoroughfares and other orderly arrangements. In the 1990s, the University of Kentucky voted the Italian town of Todi as ideal city and "most livable town in the world", the place where man and nature, history and tradition come together to create a site of excellence. Many cities in Central American civilizations also planned their cities, including sewage systems and running water. In developed countries (Western Europe, North America, Japan and Australasia), planning and architecture can be said to have gone through various stages of general consensus in the last 200 years. Firstly, there was the industrialized city of the 19th century, where control of building was largely held by businesses and the wealthy elite.

Around 1900, there began to be a movement for providing citizens, especially factory workers, with healthier environments. The concept of garden cities arose and several model towns were built. However, these were principally small scale in size, typically dealing with only a few thousand residents. It was not until the 1920s that modernism began to surface. Based on the ideas of Le Corbusier and utilizing new skyscraper building techniques, the modernist city stood for the elimination of disorder, congestion and the small scale, replacing them instead with preplanned and widely spaced freeways and tower blocks set within gardens. By the late 1960s and early 1970s, many planners realized that modernism's clean lines and lack of human scale also sapped vitality from the community. Modernism ended in the 1970s when the construction of the cheap, uniform tower blocks ended in most countries. Since then many have been demolished and replaced by more conventional housing. Rather than attempting to eliminate all disorder, planning now concentrates on individualism and diversity in society and the economy and this is the post-modernist era. Minimally-planned cities still exist and non-regulatory factors such as urban infrastructure and financing may be at least as important as zoning laws. [4]

Urban Planning process focused on top-down processes by which the urban planner created the plans. The planner would know architecture, surveying, or engineering, bringing to the town planning process ideals based around these disciplines. They typically worked for national or local governments. Changes to the planning process over past decades have witnessed the metamorphosis of the role of the urban planner in the planning process. More citizens calling for democratic planning & development processes have played a huge role in allowing the public to make important decisions as part of the planning process. Community organizers and social workers are now very involved in planning from the grassroots level. Ozawa and Seltzer (1999) advocate a communicative planning model in education to teach planners to work within the social and political context of the planning process. In their paper "Taking Our Bearings: Mapping a Relationship among Planning Practice, Theory, and Education," the authors

demonstrate the importance of educating planners beyond the rational planning model in which planners make supposedly value-neutral recommendations based on science and reason . Developers have also played huge roles in development, particularly by planning projects. Many recent developments were results of large and small-scale developers who purchased land, designed the district and constructed the development from scratch. [5]

Sustainable Development and Urban Planning:

Beside above Sustainable development and sustainability influence today's urban planners. Some planners say that modern lifestyles use too many natural resources, polluting or destroying ecosystems, increasing social inequality overheating urban heat islands, and causing climate changes. Many urban planners therefore advocate sustainable cities.

However, sustainable development is a recent, controversial concept, which turns urban development to be "development that improves the long-term social and ecological health of cities and towns." Sustainable city's should include features such as compact, efficient land use, less automobile use yet with better access, efficient resource use, less pollution and waste, the restoration of natural systems, good housing and living environments, a healthy social ecology, a sustainable economy, community participation and involvement and preservation of local culture and wisdom. As they always have, urban planners try to implement widely accepted social policies and programs. Sustainability must be widely supported by society before planning can realistically modify actual institutions and regions and real implementations are often complex compromises. [6]

CoSGOP in Urban Planning:

Collective effort like (CoSGOP) Collaborative Strategic Goal Oriented Programming, which is a collaborative and communicative way of strategic programming, decision - making implementation and monitoring oriented towards defined and specific goals. Furthermore, it is to be based on sound analysis of available information, shall put emphasis on stakeholder participation, is expected to create awareness among actors, and shall be oriented towards the management of development processes. It was derived from goal oriented planning (Gesellschaft für Technische Zusammenarbeit - GTZ 1988). Goal oriented planning was originally oriented towards the elaboration and implementation of projects based on a logical framework approach which was useful for embedding specific project in a wider development frame and defining its major elements. CoSGOP introduced a new approach which characterized by communication with the active involvement of the stakeholders and those who are to be affected by the program, strategic planning based on the identification of strengths and weakness, opportunities and threats, as well as on scenario building and visioning; the definition of goals as the basis for action regarding the improvement process; long-term flexible programming of interventions by the different stakeholders. [7]

CoSGOP is not a planning method but a process model. It provides a framework for communication and joint decision-making in a structured process characterized by feedback loops and it facilitates a learning process of all the stakeholders involved. Important elements of CoSGOP are, Analysis of stakeholders, which is oriented towards identifying stakeholders their perception of problems and their interest and expectations. Analysis of problems and potentials, which does not only include an overview of the problems but also of problems and potentials as perceived by various stakeholders. Development of goals by improving priorities and alternatives

with defining goals and objectives needed for development with intensive communication and an active participation of the concerned stakeholders. Specification of an improvement programme and main activities based on clear priorities defined with the stakeholders. Assessment of possible impacts of the improvement programme and their implementation. Continuous monitoring of improvement activities, feedback and adjustment of the programme, as monitoring and feedback are key elements of learning process. For monitoring success and failure not only, the technical and economic information is relevant but also the perception of the stakeholders. [8]

‘Urban Planning’ the Present Scenario:

Collaborative Planning arose in response to the inadequacy of traditional public participation techniques to provide real opportunity for the public to make the decisions affecting their communities. Collaborative planning is a method designed to empower stakeholders by elevating them to the level of decision-makers through a process of direct engagement and dialogue between stakeholders and public agencies designed to solicit ideas, active involvement and participation in the community planning process. Active public involvement helps Planners create better outcomes by informing them of the public’s needs and preferences and by using the public’s local knowledge to inform projects. When properly administered collaboration can result in more meaningful participation and better, more creative outcomes to persistent problems than traditional participation methods can achieve. [9]

It enables planners to make decisions that reflect community needs and values; it fosters faith in the wisdom and utility of the resulting project, and the community is given a personal stake in its success. Successful collaborative planning is dependent upon a number of interrelated factors: the process must be truly inclusive with all stakeholders and affected groups invited to the table; the community must have final decision-making authority; full government commitment - of both financial and intellectual resources - must be manifest; participants should be given clear objectives by the Planning staff who facilitate the process by providing guidance, consultancy, expert opinions and research; and facilitators should be trained in conflict resolution and community organization.

There are various aspects of planning like, urban aesthetics, in which Towns and cities have been planned with aesthetics in mind. In developed countries, there has been a backlash against excessive human-made clutter in the visual environment, such as signposts, signs, and hoardings. Other issues that generate strong debate among urban designers are tensions between peripheral growth, housing density and new settlements. There are also debates about the mixing tenures and land uses, versus distinguishing geographic zones where different uses dominate. Regardless, all successful urban planning considers urban character, local identity, respects heritage, pedestrians, traffic, utilities and natural hazards. [10]

Planners can help to manage the growth of cities by applying tools like zoning and growth management to manage the uses of land. Historically, many of the cities now thought the most beautiful are the result of dense, long lasting systems of prohibitions and guidance about building sizes, uses and features. These allowed substantial freedoms, yet enforce styles, safety, and often materials in practical ways. Many conventional planning techniques are being repackaged using the contemporary term growth. There are some cities that have been planned from conception, and while the results often do not turn out quite as planned, evidence of the initial plan often remains.

Safety is a major concern because cities have often grown onto coastal and flood plains with risk of floods and storm surges. Urban planners must consider these threats. If the dangers can be localized then the affected regions can be made into parkland or green belt, often with the added benefit of open space provision. Extreme weather, flood, or other emergencies can often be greatly mitigated with secure emergency evacuation routes and emergency operations centres. The rapid urbanization of the last century caused more slums in the major cities of the world, particularly in developing countries. Planning resources and strategies are needed to address the problems of slum development. Many planners are calling for slum improvement, when urban planners work on slums; they must cope with racial and cultural differences to ensure that racial steering does not occur. [11]

Urban decay is a process by which a city, or a part of a city, falls into a state of disrepair and neglect. It is characterized by depopulation, economic restructuring, property abandonment, high unemployment, fragmented families, political disenfranchisement, crime, and desolate urban landscapes. Starting in the 1990s, many of the urban areas have been experiencing a reversal of the urban decay, with rising real estate values, smarter development, demolition of obsolete social housing and a wider variety of housing choices. Areas devastated by any disaster challenge urban planners. Resources are scarce. The existing population has needs. Buildings, roads, services and basic infrastructure like power, water and sewerage are often damaged, but with salvageable parts. Historic, religious or social centers also need to be preserved and re-integrated into the new city plan. Urban Reconstruction Development plans must also work with government agencies as well as private interests to develop workable designs.

Very densely built-up areas require high capacity urban transit, and urban planners must consider these factors in long-term plans. Although an important factor, there is a complex relationship between urban densities and car use. Transport within urbanized areas presents unique problems. The density of an urban environment increases traffic, which can harm businesses and increase pollution unless properly managed. Parking space for private vehicles requires the construction of large parking garages in high-density areas. This space could often be more valuable for other development. [12]

Good planning uses transit oriented development, which attempts to place higher densities of jobs or residents near high-volume transportation. Increasing road space is not an effective way of relieving traffic jams as latent or induced demand invariably emerges to restore a socially tolerable level of congestion. Declining satisfaction with the urban environment is due to continuous migration to smaller towns and rural areas (so-called urban exodus). Successful urban planning supported Regional planning can bring benefits to a much larger hinterland or city region and help to reduce both congestion along transport routes and the wastage of energy implied by excessive commuting.

Environment and Urban Planning

Environmental protection and conservation are of utmost importance to many planning systems across the world. Not only are the specific effects of development to be mitigated, but also attempts are made to minimize the overall effect of development on the local and global environment. This is commonly done through the assessment of Sustainable urban infrastructure. In most advanced urban or village planning models, local context is critical. Environmental planners focus now on smaller and larger systems of resource extraction and consumption, energy production, and waste disposal. A practice known as Arcology seeks to unify the fields of

ecology and architecture, using principles of landscape architecture to achieve a harmonious environment for all living things.

In urban planning, sound is usually measured as a source of pollution. Another perspective on urban sounds is developed in Soundscape studies emphasizing that sound aesthetics involves more than noise abatement and decibel measurements. Light pollution has become a problem in urban residential areas, not only as it relates to its effects on the night sky, but as some lighting is so intrusive as to cause conflict in the residential areas and paradoxically intense improperly installed security lighting may pose a danger to the public, producing excessive glare.

Urban Planning and JNNURM:

Jawaharlal Nehru National Urban Renewal Mission (JNNURM) was a massive city-modernization scheme launched by the Government of India under the Ministry of Urban Development. It is named after Pt. Jawaharlal Nehru, the first Prime Minister of India. The aim is to encourage reforms and fast track planned development of identified cities. Focus is to be on efficiency in urban infrastructure and service delivery mechanisms, community participation, and accountability of ULBs/ Parastatal agencies towards citizens.

It was launched in 2005 as the first flagship scheme of Ministry of Housing and Urban Affairs. JnNURM implemented by MoHUPA has two components e.g. Basic Services for Urban poor (BSUP) and Integrated Housing and Slum Development Programme (IHSDP) which aimed at integrated development of slums through projects for providing shelter, basic services and other related civic amenities with a view to providing utilities to the urban poor.

The Mission was initially for a seven year period i.e. up to March 2012 which was extended up to March 2014 for completion of the already approved projects. During March 2013, the Mission period was extended by one more year i.e. up to March 2015 to complete ongoing works. 65 Mission Cities identified based on urban population (Census 2001), cultural and tourist importance was covered under BSUP and the remaining cities were covered under IHSDP (887).

Under BSUP, project cost is shared in the ratio of 50:50 for cities with population more than 1million (as per Census 2001), 80:20 for other smaller Mission Cities and 90:10 for North Eastern and Special category States. Entire cost of construction of Dwelling Units (DUs) and associated infrastructure was shared as per the above mentioned sharing pattern without any limitation. Under IHSDP, project cost is shared in the ratio of 80:20 for remaining smaller cities and 90:10 for North Eastern and Special Category States. Cost ceiling of Rs. 1 lakh per DU including cost of infrastructure was applicable for projects taken up under IHSDP Scheme.

The two components of JnNURM were mandated to pursue 3 key pro-poor reforms, namely (a) earmarking of 25% of municipal budget for the urban poor for provision of basic services including affordable housing to the urban poor; (b) implementation of 7- Point Charter, namely provision of land tenure, affordable housing, water, sanitation, education, health and social security to the poor in a time-bound manner ensuring convergence with other programmes and (c) reservation of 25% of developed land in all housing projects, public or private, critical for slum improvement.

Objective of JNNURM

Focused attention relating to infrastructural services in the context of integrated development is to be covered under the mission.

Make efficient and increase self-sustaining capabilities of cities as per the sector providing infrastructural services by securing the linkages between asset creation and asset management.

Ensure adequate investment of funds to fulfill deficiencies in the urban infrastructural services.

Planned development of identified cities including peri-urban areas, outgrowths, urban corridors, so that urbanization takes place in a dispersed manner

Scale up delivery of civic amenities and provision of utilities with emphasis on universal access to urban poor.

To take up urban renewal programme, i.e., re-development of inner (old) cities area to reduce congestion

Provision of basic services to the urban poor including security of tenure at affordable prices, improved housing, water supply and sanitation, and ensuring delivery of other existing universal services of the government for education, health and social security.

As of 2012 Gujarat led the tally for the state level reforms, being the only state to have achieved all 10 reforms required by the mission. Five states have achieved 9 out of 10 reforms: Telangana, Andhra Pradesh, Maharashtra, Madhya Pradesh, Orissa and Uttar Pradesh. Public disclosure and community participation laws have initially progressed slowly, with only five states managing to enact them as part of the reform agenda as of 2009.

However, as of 2012 community participation laws have been enacted by 22 out of 31 states, and public disclosure laws were enacted by 27 states. 20 states had decentralized the responsibility for water supply and sanitation from the state level to ULBs, and 19 had done so for city planning functions. Visakhapatnam, Surat and Pune had the distinction of having accomplished all 8 city level reforms.

Importance of Urban Planning:

Urban planning is the art of giving shape, design, and structure to cities and towns. It involves various processes like arrangement and designing of buildings, transport systems, public spaces as well as good amenities. Nowadays, it has become a much-needed discipline because cities are getting overpopulated day by day and resources are getting scarce. Because of continuous threats of global warming and environmental catastrophe, it is important to take the measures. That's why urban planning has become significant as it helps in finding the solutions to use the land and infrastructure in the best possible way.

Urban planning is the forward-thinking process whereby towns, cities and urban areas are laid out based on a set of objectives defined by the state or territory in conjunction with local councils. Urban planning affects our transportation system, infrastructure, the layout, and prescribed densities of our residential, commercial, and industrial areas and more. Without such planning, our cities quickly become inefficient and uninviting for residents and businesses alike. Large population lives and work in cities, and they choose to do so because access to healthcare, education, and efficient infrastructure positively affect their quality of life. With all these facilities and services available and easily obtained, the public is better able to contribute to the economy and national productivity.

Due to more work opportunity, better education facility, and many other reasons, the population in the cities of developing countries is increasing more and more. In order to accommodate a

large population, there have to be some early plans. That's why authorities should always make proper planning. This will be made by keeping certain factors in mind, such as the needs of citizens, appropriate expansion of infrastructure, and efficient measures during emergency situations. Utilizing the resources through urban planning, the city would have a strategy to develop its economy as well as livability conditions.

Not only the expansion of residential areas, but urban planning also ensures good transportation, health care, and judicial system. Thus, the city will grow rapidly without having negative impacts on its economy and citizens.

If an urban area is badly planned, residents face traffic congestion, inadequate infrastructure, unaffordable housing, and are vulnerable to climate change, fire hazards, and flooding. The city and its infrastructure become unsustainable and ultimately hinder the growth of the population and economy. Urban planning also affects our national parks, ecological diversity, heritage sites and natural resources by ensuring that cities and towns are arranged so they don't encroach on these areas. By creating and enforcing laws to protect these unique attractions, they will always be around for our children and tourists to appreciate.

While much of our urban planning has been reactionary, the goal is to enact planning regulations with a view for the future. By conducting censuses, state governments can predict the changing demographics and growth of the population. Successful urban planning prepares for such changes by ensuring access to quality, affordable housing.

Urban planning also needs to ensure ecological sustainability by prohibiting development that will destroy wildlife habitats such as those of our koala population. Environmental sustainability also refers to minimizing carbon emissions by building cycle paths and promoting public transport by making it widely available. Well planned cities are also water sensitive, ensuring minimal water waste. Each state and territory will have their own objectives when it comes to urban planning and rightly so. Their ecologies, population, economies, and heritage are all unique. To this end, it is also crucial for local councils to collaborate with their respective communities to ensure their needs are met. Communities will often argue for the preservation of heritage sites, planning

which promotes social cohesion such as inviting public spaces, and urban regeneration.

To ensure that your property development project is both successful and not halted in the initial phase, you need to be mindful of your state's urban planning objectives and the needs of the community. Both a city and a community are likely to object to projects which don't consider certain essential aspects of urban planning. The most crucial factors are sustainability, water sensitivity, urban renewal, climate change, heritage, and conservation. With the right amount of planning, creativity, and detailed scheme maps, it's easier to get on top of your property development project.

Quality of life is the major concern of every human being when they move to a city. The other two issues are employment and accommodation. Though the cost of living is higher, the opportunities are also great. To make it easier, the city manager must have rules and regulations for the proper distribution of land, public spaces, and the infrastructures. Due to increasing density in nearby cities, city management is creating several attractive points of interest in the city. The authorities are also regularly updating the traffic regulations due to constantly increase

in the number of vehicles. All these measures are ultimately improving the quality of life of the people.

Global warming has created some major issues for our planet and the inhabitants. Having an early idea of natural calamities has become very important for those who do city management. They are trying to have the prediction of all such calamities to make long-term strategies and later achieve them by making short-term actions. They keep the citizens as well as the visitors safe from all possible disasters that the world is facing today. Minimizing the risks for the betterment of everyone has only become possible because of urban planning.

By constantly following the advice provided by the World Health Organization, urban planners ensure that the citizens live a safe and healthy life. They suggest the inhabitants pay attention to their lifestyle. Authorities create a better environment and provide sufficient areas in the public park for senior citizens to exercise and have leisure time. They keep machines to collect garbage and unwanted materials to keep the city clean and healthy for the citizens.

To conclude, with the growing population, cities will always need urban planning. That's why it must be implemented all around the world, especially in developing countries. They will always come across challenging conditions and things will become even worse without urban planning. Not only the official and the management should be responsible, but every citizen should act sensibly towards the betterment of the society, city, and the country. Urban planning is not only about planting trees and picking up the garbage, but there are also thousands of aspects that urban planners cover. That's why it has become so important for cities these days.

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SYNTHESIS OF MONOACETYL FERROCENE

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ABSTRACT

In this article the reactivity of ferrocene is thoroughly investigated, the method of synthesis of monoacetylferrocene is improved; the structure of monoacetylferrocene is studied by means of IR spectroscopy, mass spectrometry.

KEYWORDS: Ferrocene, Electrophonic Substitution, Acylation, Monoacetylferrocene, Catalyst, Reaction Yield, IR Spectroscopy, Mass Spectrometry.

INTRODUCTION

LITERATURE ANALYSIS AND METHODS

Initially, in the 19th century the first organometallic compounds were synthesized, but by the second half of the 20th century, chemistry of organometallic compounds began to develop rapidly.

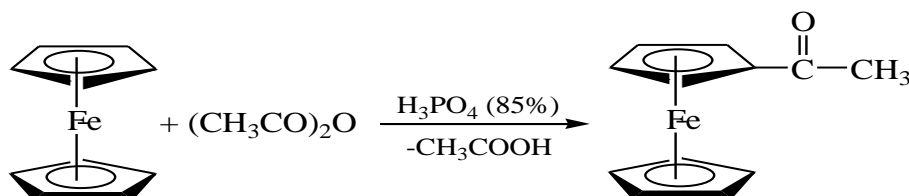
The first complex with a variable degree of oxidation of the metal - the olefin complex of platinum was obtained in 1827 by the Danish scientist W. Zeise. In 1890, L. Mond, K. Langer and F. Quincke succeeded in synthesizing nickel tetracarbonyl. In 1919, F. Hein synthesized a benzene chromium π -complex. The growing interest in organic compounds of transition metals is associated with the discovery of the first organo-iron compound, ferrocene. In 1951, with the synthesis of ferrocene, the synthesis of π -complexes, compounds of the "sandwich" type, a special type of organometallic compounds, and the comprehensive study began [1, 2].

Ferrocene can enter into various reactions. These reactions can be divided into three groups:

1. Reactions going only on cyclopentadienyl rings;
2. Reactions involving an iron atom;
3. Reactions with the decay of the iron-carbon bond.

As mentioned above, since the ferrocene-containing metal-containing nobenzoide is an aromatic system, it can easily enter into exchange reactions on cyclopentadienyl rings. The ferrocene core remains unchanged in almost all reactions. Since there are two rings in the molecule, the chemical changes in ferrocene are also different [3].

Ferrocene is more susceptible to electrophilic substitution reactions than benzene. For example, the acylation reaction of ferrocene proceeds in the presence of phosphoric acid under the action of acetic anhydride [4, 5].

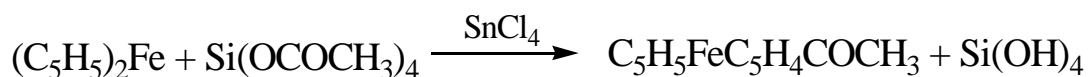


The acetyl group reduces the activity of ferrocene. The addition of the next substituent to the molecule, for example, the acetylation reaction proceeds under more severe conditions in the presence of Lewis acids:

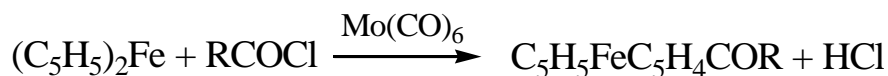


As a result of the reaction, a predominantly heteroannular diacetyl compound is formed - 1,1'-diacetylferrocene and a small amount of its homoannular isomer - 1,2-diacetylferrocene:

Acetylferrocenes are mainly obtained by reacting ferrocene with acid chlorides or anhydrides in the presence of aluminum chloride. Since side reactions are more likely in the presence of aluminum chloride, it is recommended to use less acidic catalysts in the production of acetylferrocenes, such as tin chloride, phosphoric acid. Scientists have reported that acetylferrocene is formed when ferrocene is exposed to acetic acid, silicic anhydride, and tin(IV) chloride.



It has been shown that ferrocene can be acylated with acyl chlorides in the presence of hexacarbonylmolybdenum:



Acetylferrocenes are used to prepare other ferrocene derivatives.

Acetylferrocene is mainly obtained by reacting ferrocene with acid chlorides or anhydrides in the presence of aluminum chloride. Due to the high probability of side reactions in the presence of aluminum chloride, the literature provides information on the formation of acetylferrocene in good yields in the preparation of acetylferrocene under the action of less acidic catalysts, such as tin chloride, phosphoric acid. It is indicated that the reaction is carried out at 100°C for 10 minutes, the yield is 70-75% [4].

RESULTS AND DISCUSSION

Taking into account the above information, we have improved the method for producing ferrocene with acetic anhydride, and, in contrast to the methods given in the literature, we

managed to increase the reaction yield by 5% by increasing the temperature by 4-5 ° C, time 5 minutes and catalyst content 1.5 times. The yield of the resulting acetylferrocene was 80%.

The electronic structure of raw materials and compounds used for the synthesis of acetylferrocene and reactions was first determined using quantum chemical calculations. The calculations were performed using the Gaussian-98W DFT/B3LYP method 3-21G program [5].

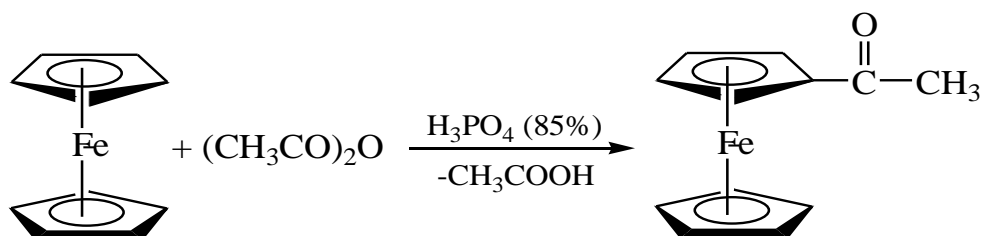
Taking into account the above information, we have improved the method for producing ferrocene with acetic anhydride, and, in contrast to the methods given in the literature, we managed to increase the reaction yield by 5% by increasing the temperature by 4-5 ° C, the time of 5 minutes and the catalyst content of 1.5 times. The yield of the resulting acetylferrocene was 80%.

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It is known that column chromatography is widely used in the separation of mixtures of organic substances. This method is preferred over other physicochemical methods because it is accurate and does not require much time. The method of column chromatography makes it possible to isolate the formed acetylferrocene from mixtures [7].

The mixture was separated on a TLC column in acetone:benzene (3:1). According to the results of chromatographic analysis, in our opinion, ferrocene and acetylferrocene precipitate without a mixture. On drying, the precipitate formed a brown substance. The resulting mixture was converted into concentrated hydrochloric acid (ferrocene is insoluble in hydrochloric acid, but passes into the ionic state, acetylferrocene is highly soluble). It was then filtered through a Schott filter under vacuum and the filtrate was poured into ice water to form an orange precipitate.

The reaction was carried out according to the following scheme:



The structure of acetylferrocene was studied by IR spectroscopy. The fact that the absorption lines of the IR spectrum at 1101, 1005 cm^{-1} belong to the unchanged cyclopentadienyl ring in the ferrocene residue, and the absorption lines at 1662, 1652 cm^{-1} belong to the $>\text{C}=\text{O}$ -bond in the acetyl residue group confirms the formation of acetylferrocene [8.9]. Physicochemical parameters of acetylferrocene are given in Table 1.

TABLE 1 PHYSICO-CHEMICAL PROPERTIES OF ACETYLFERROCENE

Compound	Output, %	T.c. °C	R _f (system)	Scalding area in the IR-spectrum, cm^{-1}		Found o, %	Calculated, %
				Fc	>C=O	Fe	Fe
FcAc	80	86-87	0,57 (A) 0,44 (B)	1101,1005	1662, 1652	24,56	24,49

System: acetone-bensol 3:1 (A), petroleum ether-bensol 1:1 (B).

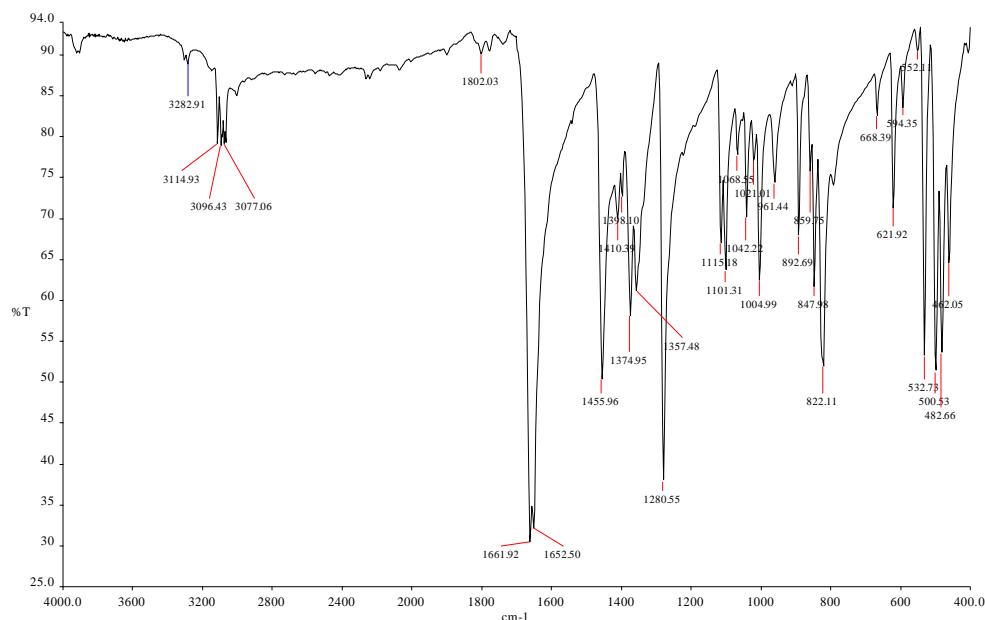


Figure 1. IR spectra of monoacetylferrocene

The IR spectrum data are consistent with the results of mass spectrometric analysis (Fig. 2). The values of the peaks formed in the mass spectrum are given in the following table [10].

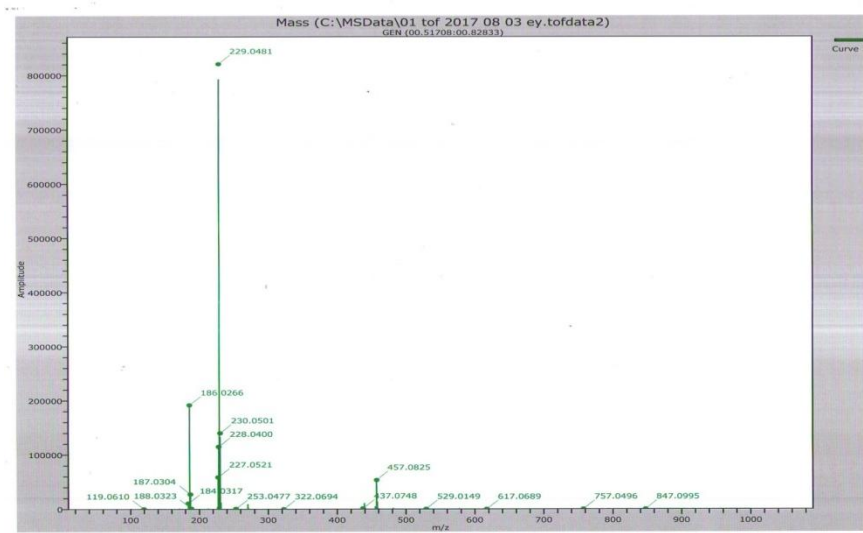


Figure2. Mass spectrum of monoacetylferrocene

TABLE 2 MASS SPECTROMETRIC PARAMETERS OF ACETYLFERROCENE

	Formula	m/z	Relative intensity %
	$(\eta^5)_2\text{FcCOCH}_3 + \text{H}^+$		
	$(\eta^5)_2\text{Fc}^+$		
	$(\eta^5)_2\text{FcCOCH}_3^+$		
	$(\text{H}^5)_2\text{FcCOCH}_3 + \text{H}^+$		

Experimental part

25 g (0.134 mol) of ferrocene, 150 ml of acetic anhydride, 10 ml of orthophosphoric acid (85%) were placed in a two-necked flask with a capacity of 500 ml. The mixture was heated on a sand bath for 15 min after rising to 104–105°C and stirred with a screw mixer. Then 100 g of ice was poured into a liter jar, hot ice was poured into the mixture and left for a day.

A day later, a saturated solution of NaHCO_3 was neutralized in the mixture and this process was continued until the complete precipitation of the precipitate. The precipitate is separated from the solution by filtration. The separated precipitate is gradually treated with concentrated HCl , placing it in a mortar. This process continued until the precipitate dissolved. The solution is filtered on a Schott filter, the filtrate is poured 2-4 times into ice water, the formation of a precipitate indicates the formation of acetylferrocene. The precipitate was filtered off and washed with water.

The resulting substance was dried in the open air, then dried in a vacuum desiccator over P_2O_5 . The dried substance was recrystallized from n-heptane. Dark red crystalline substance. Output - (80%). $T_{\text{m.p.}} = 86-87^\circ\text{C}$.

IR (ν ; cm^{-1}): 1101, 1005 (Fc), 1662-1652 ($>\text{C}=\text{O}$). Found: % Fe, 24,56. Calculated: % Fe, 24,49. General formula: $\text{C}_{12}\text{H}_{12}\text{FeO}$. Mass spectrum: (m/z) 229 (C_5H_5) $2\text{FcCOCH}_3 + \text{H}^+$, 186 (C_5H_5) 2Fc^+ , 228 (C_5H_5) 2FcCOCH_3^+ System: acetone-benzol 3:1 (A), petroleum ether-benzol 1:1 (B). $R_f = \text{A}-57, \text{B}-0,44$

CONCLUSION

Thus, in contrast to the methods presented in the literature, the yield of the reaction increased by 5% as a result of increasing the temperature to 4-5°C, the time to 5 minutes and the amount of catalyst by 1.5 times. Ferrocenecarboxylic acid was synthesized by oxidation of the obtained acetylferrocene. Some water-soluble derivatives of ferrocenecarboxylic acid are approved for practical use as biostimulants that have a positive effect on the germination, growth, development and productivity of cotton.

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IMPROVEMENT OF ARCHITECTURAL COMPOSITION SOLUTIONS OF SECONDARY SCHOOLS IN NUKUS

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ABSTRACT

Demographic structure of the city of Nukus. The article discusses the buildings of a secondary school in Nukus. It shows the types of secondary schools in Nukus and the capabilities of their students. Over the years, the types of schools have not changed depending on the capabilities of students

KEYWORDS: *Nukus City. Demographic Structure Of The City Of Nukus, Types Of Secondary School Buildings, Number Of Students In The School.*

INTRODUCTION

Nukus name Nukus originated from the name of the ancient tribe of karakalpakians. [1] Nukus from a small village in 1932 to the 1950s became a modern Soviet city with wide alleys and large public buildings.

The city of Turtkul became the administrative center of the autonomous region of Karakalpakstan with the arrival of Soviet power to power. However, in the 20-ies, the threat of turbulence to the Amudarya, located 12 km from the river bank, caused the Karakalpakstan towards the Nukus of the core. The city was officially founded in 1932 year. The land area is 222 km² (86 m²) and occupies 0,13 percent of the territory of the Republic. The population is 329 100 thousand people in the state of January 1, 2022, the density is 1341.8 people per 1 sq km.

In the second half of the XX century, the city of Nukus grew rapidly due to rural migration. In general, in the USSR, the increase in the population of the city during this period occurred due to migration (on average 44,6%).

In the conditions of Karakalpakstan, the population of Nukus in many respects increased by 22 percent due to administrative changes. For example, the concentration of the population in Nukus contributed to the rapid development of the urban agglomeration - combined with the nearby population points — Kyzylketken (g'isht plant), Samanbay, Sarancha, sickle sign, pristan, Koskol and other complex and diverse links. The formation of the urban agglomeration of

the capital was adopted today on a large scale and was the most important feature of modern urbanization.

In the first half of the 1990s and until 1991 year, the population of Nukus in many respects increased on account of migration and natural growth. These two factors led to the emergence of a new tendency to push the city limits.

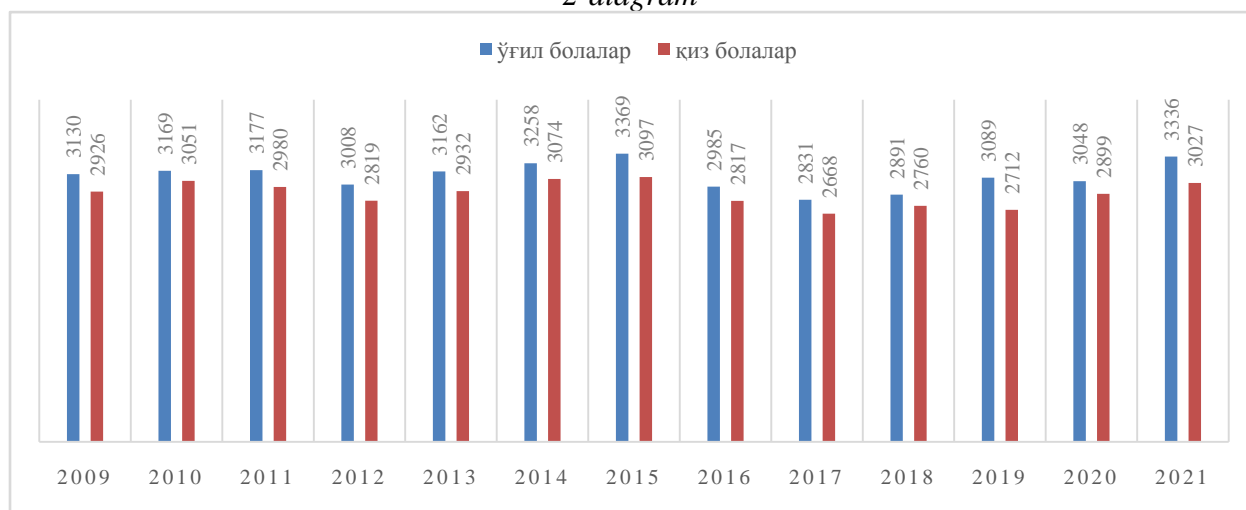
Population of the city of Nukus in 1933-2022 years.

1-diagram



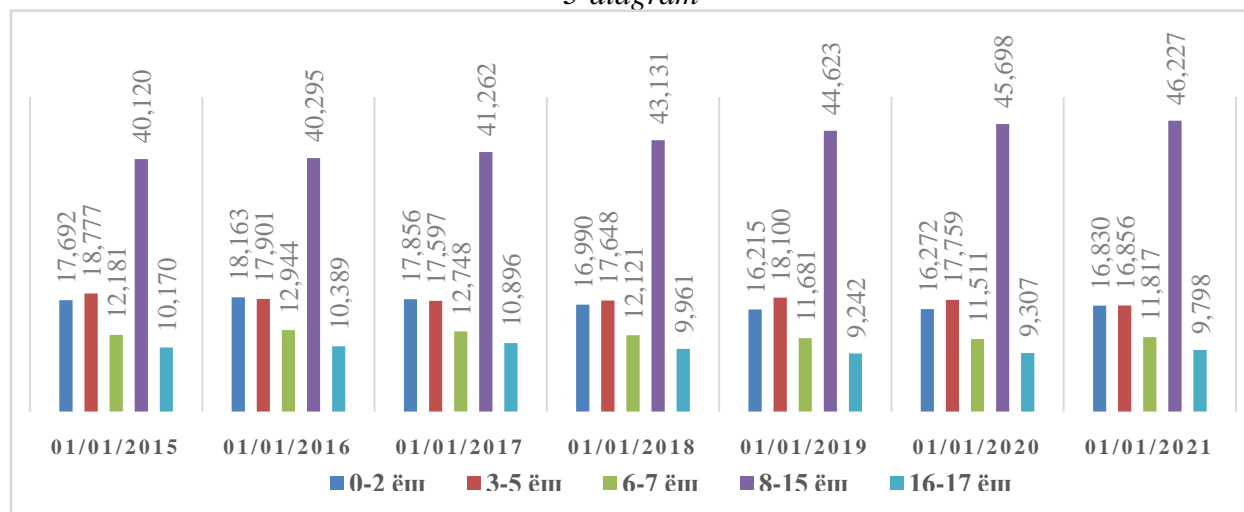
Nukus city between the years 2009-2021 number of children born

2-diagram



The number of children of preschool and school age 2015-2021 years of the city of Nukus.

3-diagram



Research methodology: the school building is characterized by a variety of functional groups and buildings, their interdependence is clear. In addition, the school building should help create a certain psychological atmosphere, evoke positive emotions from students and have a direct connection to the educational process. Based on these basic requirements, it is necessary to establish the scale and interior of the school.

The development of the typology of school buildings is associated with the complexity of accepting their composition. Exterior shape of buildings reflect the complexity of the functional process— allocate children according to age groups, which require special conditions for Education, Labor and rest. Separate groups of buildings in the school complex can make different volumetric-spatial interpretation according to their purpose, and this will help to create a terrestrial and plastic expression of the architectural form. Depending on the mutual nature of the main groups of linear, perimeter, block-buildings, the most common size and spatial composition of school buildings are conditionally divided into three types. The linear composition can be expressed in several versions: N-shaped, cross-shaped, etc. Its downside is that it is difficult to overcome the "corridor" of the interior. Schools designed for central areas with relatively peaceful terrain of linear composition are compatible with a relatively small size (up to 20 classes) (Picture 2).

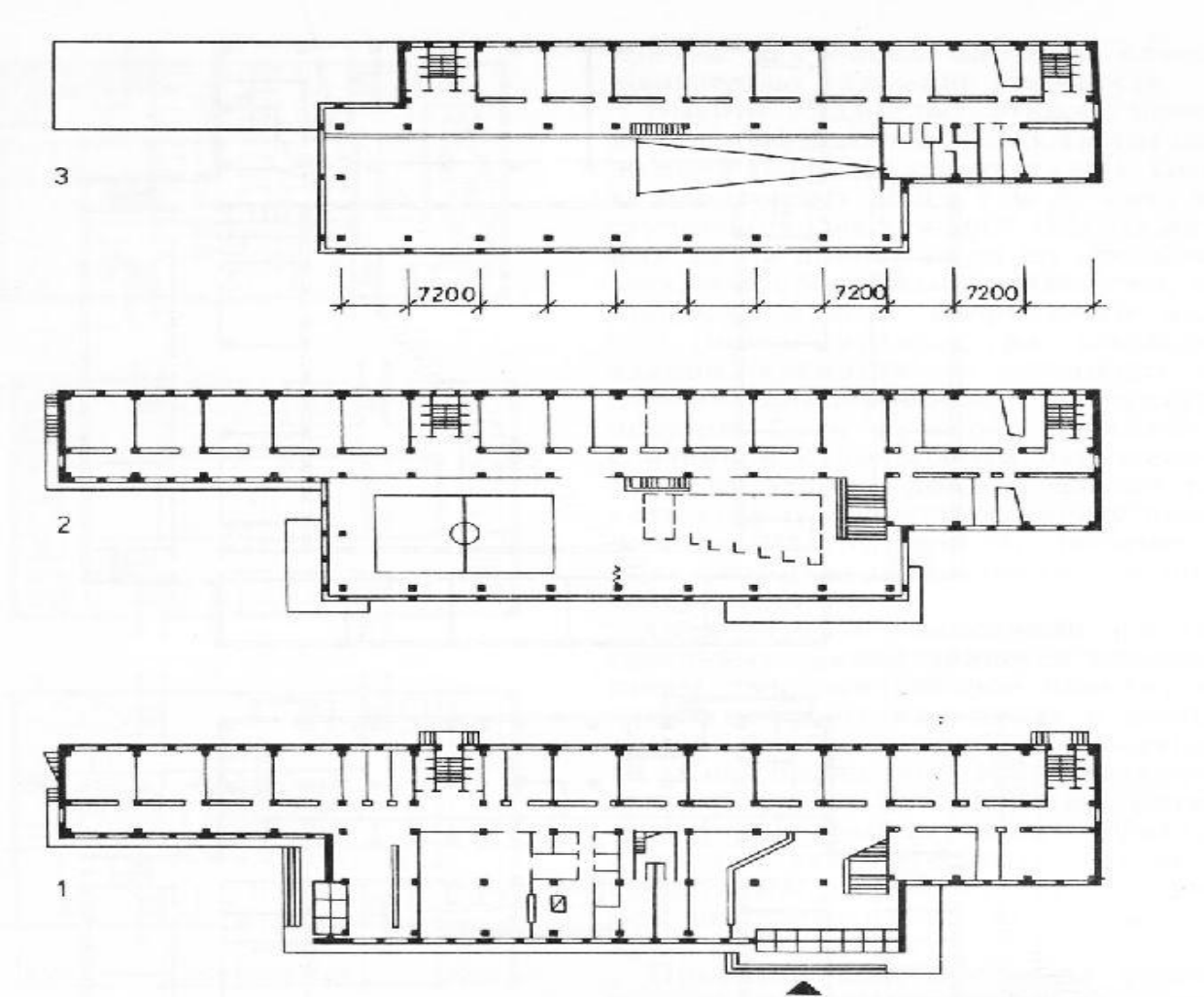
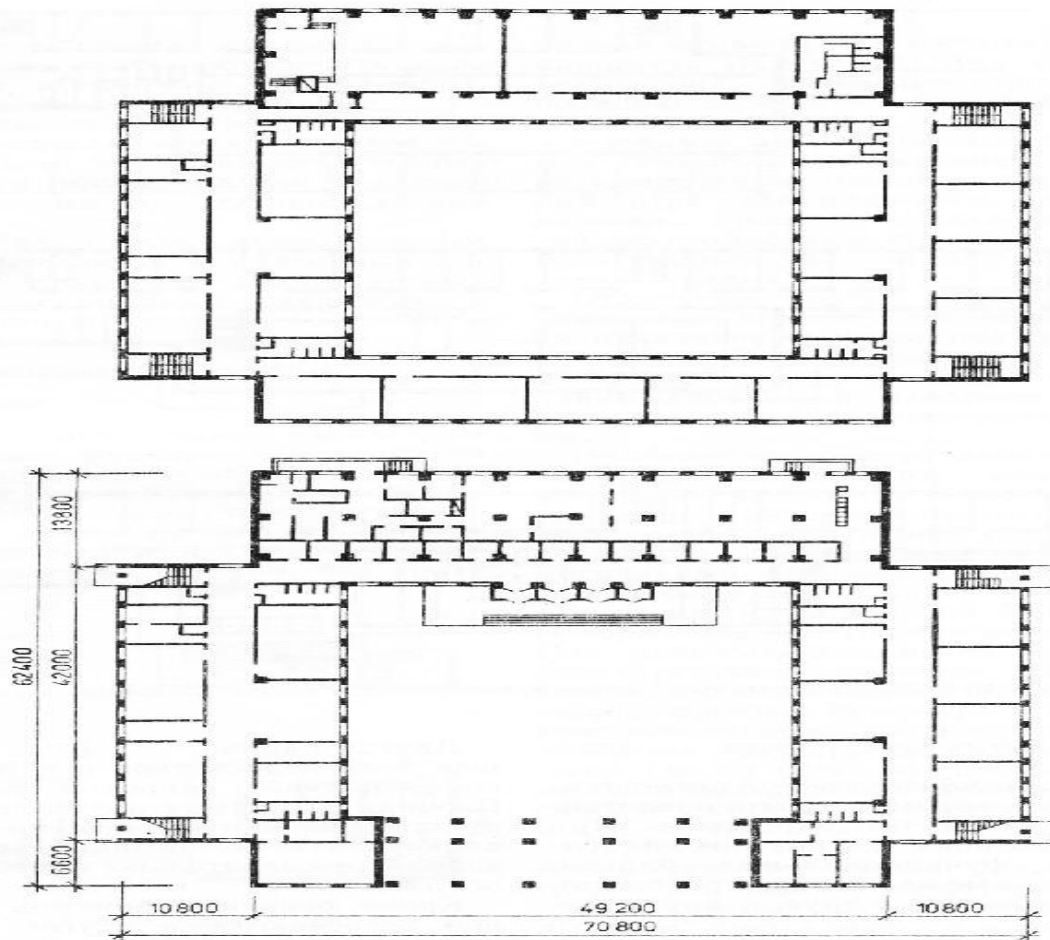


Figure 2: experimental secondary school (linear option)

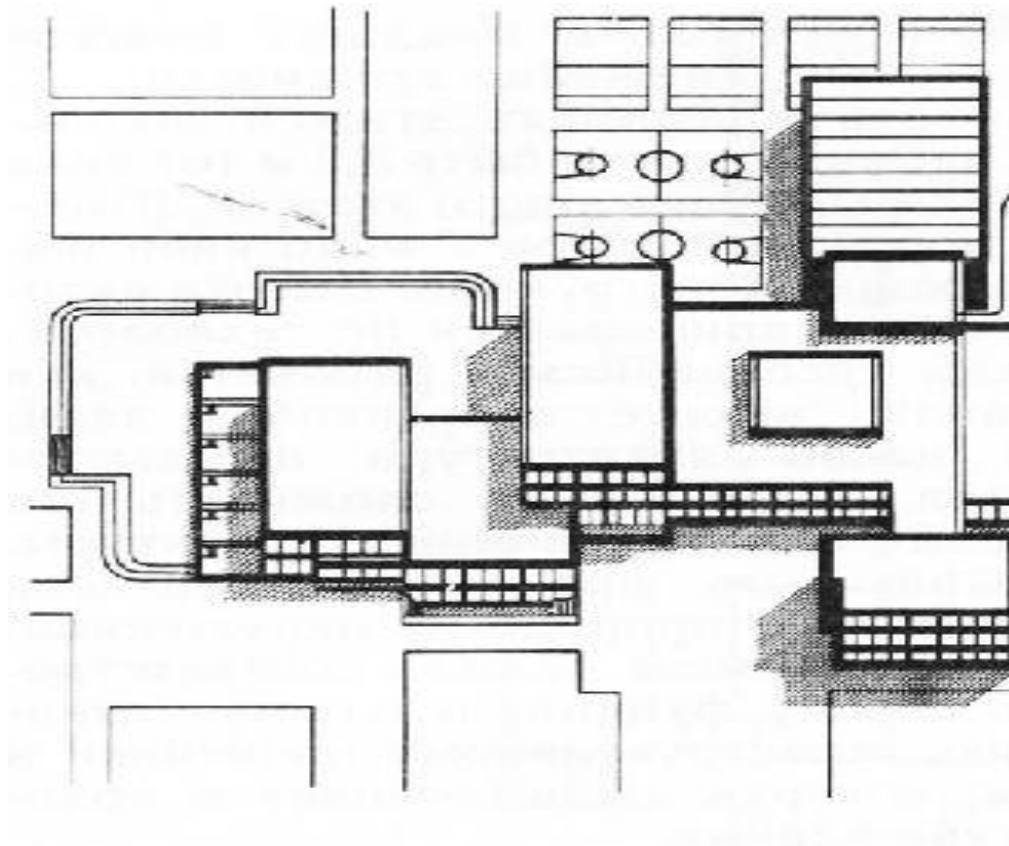
The perimeter composition scheme is characterized by a change and the arrangement of groups of buildings around the open courtyard, designed for recreation in various school ceremonies. Such a composition is also very compactly combined with the large size of the school. The convenience of "rotation" of horizontal communications makes it possible to connect rooms of considerable importance in the system of training rooms. (Picture 3)



3-picture. Architects K. Kapterev, A Samsonovs. 1176 of secondary school for pupils (30 classes) (perimeter type).

One variant of such a composition can be the grouping of study rooms around the halls.

Block Composite diagram is the most flexible; it can be presented in a variety of options. In this composition, the school building consists of functional blocks that are interconnected by the transition period or interconnected without transitions. (Picture 4) [2]

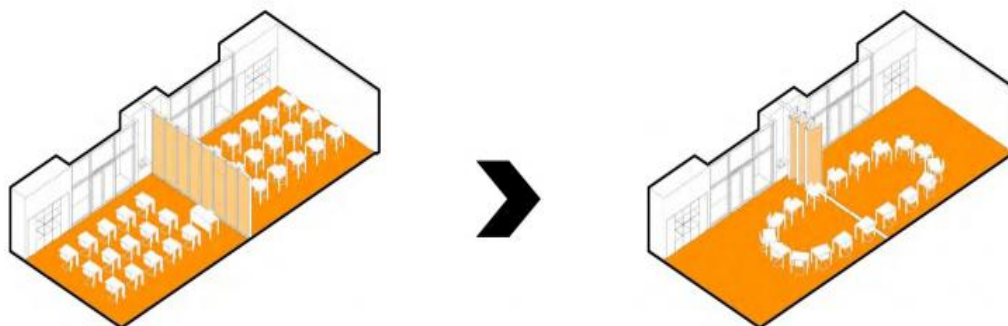


Picture-4 School of Secondary Education in the 36 class (block type)

Analysis and results: there are a total of 51 secondary schools and 2 boarding schools in Nukus city. [3].

Of particular interest are the problems of formation of architectural principles of the design of school buildings in the conditions of modernization of the educational system in the schools of the city of Nukus. The educational environment in the current socio-political conditions requires an adequate architectural space, which must be created on modern principles. Their development is conditioned by the following: first, the improvement of pedagogical processes that meet the requirements of effective education; second, the understanding of the need to adapt the architectural space to changing educational conditions; thirdly, it is associated with a change in the fundamental attitude to understand the importance of the architectural environment, which can have a significant impact on the formation of ideological foundations of the younger generation.

Recommendations: today education is regarded as a continuous process; one of its important components is communication that occurs not only during the lesson, but also in the dining room and at rest. The concept does not imply the abandonment of training, but rather the possibility of training mini-classes for individual work with the teacher, as well as the rapid change of standard classes for different scenarios, as well as their combination and a large audience for several groups. At the same time, a wide educational environment is formed not only on the scale of different audiences, but also from the account of recreational zones. Here, variability and adaptability are the foundations of creative, project thinking, formed by the school field itself. [2]



When the child wants to create a place where he can walk, learn, develop and rejoice, they get a lot of samples from the experience of Northern Europe, especially Denmark and Finland, where the school is regarded as part of the urban environment.

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APPLICATION OF PEDAGOGICAL TECHNOLOGIES IN BIOLOGY LESSONS TO INCREASE THE EFFICIENCY OF TEACHING THE SUBJECT

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ABSTRACT

This article discusses the use of modern technologies to improve the effectiveness of teaching the subject of biology. The use of modern pedagogical technologies makes the learning process interesting, multifaceted, creative, students increase their motivation to study, the quality of education, students begin to show creativity, the ability to work independently, analyze, reason, and communicate.

KEYWORDS: *Education, Pedagogy, Method, Educational Process, Problem-Based Learning, Game Technologies, Creativity, Lesson, Independence.*

INTRODUCTION

A new technological approach to the construction of the educational process itself has appeared in modern biology teaching. Today, the concept of educational technology can be viewed broadly as a field of pedagogical science and as a specific educational technology. Pedagogical technology is a set, a special set of forms, methods, ways, methods of teaching and educational means, systematically used in the educational process. In the process of teaching biology, the following pedagogical technologies can be used: design, game, group, problem-based learning technologies, learning through learning, developmental learning technology with a focus on developing the creative qualities of the individual, information and communication technologies. Game technologies are one of the unique forms of education, which makes it possible to make the work of students interesting and exciting at the creative and search level. [1]

METHODS

The use of basic forms, technologies and teaching methods plays a major role in improving the level of biology teaching. Game technologies can be used in almost every lesson. The amusingness of the conditional world of the game makes the monotonous activity of

memorization, repetition, consolidation or assimilation of information positively emotionally colored, and the emotionality of the game action activates all the mental processes and functions of the child. Another positive side of the game is that it promotes the use of knowledge in a new situation, thus, the material learned by students goes through a kind of practice, diversifies the learning process. Students become more motivated and interested in the subject. Biology lessons can be conducted in the form of travel games: "To the zoo", "To the forest", "To the greenhouse", "To the desert", etc. What is group work in the educational process? What distinguishes it from other types of group interaction? The first step to group work is student self-determination. This process should orient students to achieve certain results. He must determine his place in the group, his relationship with other members of the group. Thus, as students are drawn into the process of self-determination, the processes of studying the situation and studying the conditions of the task assigned to the group begin to unfold. [2]

1) "Botany" - "Fruits". Each group has its own question:

1 gr. - What juicy fruits do you know?

2 gr. What dry fruits do you know?

3 gr. - Compare dry and juicy fruits.

4 gr. - What vitamins are rich in juicy fruits

5 gr. What is the importance of fruits in a person's life?

Problem-based learning is the modern level of development of didactics and advanced pedagogical practice. It arose as a result of the achievements of advanced practice and theory of education and upbringing, in combination with the traditional type of education, is an effective means of general and intellectual development of students. Training is called problematic because the organization of the educational process is based on the principle of problematization, and the systematic solution of educational problems is a characteristic feature of this type of training. Since the whole system of methods is aimed at the comprehensive development of the student, his cognitive needs, at the formation of an intellectually active personality, problem-based learning is truly developing learning. [3]

RESULTS

To implement the cognitive and creative activity of students in the educational process, modern educational technologies are used, which make it possible to improve the quality of education and use study time more efficiently. The main innovative educational technologies that can be used as the basis for the study of biology are: The technology of problem learning is the creation of problem situations in educational activities and the organization of active independent activity of students to resolve them, as a result of which there is a creative mastery of knowledge, skills, skills, mental development capabilities. [4]

There are many varieties and types of business games aimed at creating problem situations, the main advantage of which is their focus on practice, the performance by the participants of the game of role-playing, imitation functions, creating a situation where students, based on already accumulated knowledge, should make decisions close to reality (for example, cases) . The effect of conducting business games increases if the questions of the game are based on specific information and are tied to those practical situations (territories) faced by specialists and just

participants in the game. Interdisciplinary aspects of the organization during the conduct of a business game make it possible to establish links between biology and mathematics, chemistry, physics, technology and other sciences. An analysis of the methods and forms of organization of the educational process in biology shows that an important direction for its improvement is the use of active teaching methods - conducting business games, discussion round tables, analysis of practical situations, a combination of theoretical studies with laboratory and independent ones. [5]

DISCUSSION

Therefore, problem-based learning is a type of developmental learning that combines independent systematic search activity of students with their assimilation of ready-made conclusions of science, and the system of methods is built taking into account goal-setting and the principle of problematization; the process of interaction between teaching and learning is focused on the formation of the worldview of students, their cognitive independence, stable motives for learning and mental (including creative) abilities in the course of mastering scientific concepts and methods of activity, determined by a system of problem situations. Learning through learning is a method of teaching in which students themselves, with the help of a teacher, prepare and conduct a lesson. This may apply to individual episodes or even entire parts of the lesson. Often, aspirations become apparent if teachers of well-performing students are placed as assistants to poorly-performing students. This technology can be used in secondary schools, students themselves prepare and conduct individual stages of the lesson: oral answer, checking homework, etc. [6]

The method of developing education is a system of qualitatively new knowledge that offers a fundamentally different structure of educational activity that has nothing to do with reproductive, based on coaching and memorization, learning and conservative pedagogical consciousness. The essence of the concept of developmental education is to create conditions when the development of the student becomes the main task for both the teacher and the student himself. This complex pedagogical problem is solved sequentially: at the first stage (elementary school) - by forming the child's need and ability for self-development, and in subsequent years - by strengthening this ability and creating conditions for its maximum implementation. The developing system should provide, in addition to knowledge, skills and abilities, ways to independently comprehend knowledge in academic subjects. Only then will this knowledge contribute to the development of abilities in the process of carrying out independent cognitive activity, as well as ensuring an emotional and value attitude to the content and process of education, and the formation of a humanistic orientation of the individual. [7]

Information technologies today organically fit into any sphere of human activity and become one of the main means of adapting a person to life in the information society. Computerization has covered all aspects of human life: production and culture, everyday life and science, art and education. Psychological readiness for life in the information society, basic computer literacy, skills in using a personal computer are necessary for every person. The term information technology is understood as a set of technical means and methods of information processing. The development of a student's abilities in a general education school depends on many factors, including how visual and convenient for his perception the educational material is. [8]

CONCLUSION

Thus, the use of modern pedagogical technologies makes the learning process interesting, multifaceted, and creative. As a result of the use of pedagogical technologies, it can be said that students increase their motivation to study, the quality of education, students begin to show creativity, the ability to work independently, analyze, reason, and communicate. The teacher has the best opportunity for individual, differentiated work, the formation of personality traits that are necessary for further successful learning, self-realization, self-development, self-education, the formation of an original creative image, for dialogic, comfortable interaction with people and nature.

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COMMERCIALIZATION PROCESSES AND TECHNOLOGY TRANSFER AS COMPONENTS OF THE UNIVERSITY'S CORE MODEL

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ABSTRACT

This article analyzes the University of Entrepreneurship, its main tasks, the purpose of creating such universities, the process of employment of graduates, foreign experience in this area. On the other hand, it is necessary to improve the quality of education and fight corruption. Also, sometimes, instead of giving a realistic assessment of the quality of knowledge, too much attention is paid to attending classes or checking the uniform (even checking the appearance of the socks). The main purpose of establishing business universities is to systematically train graduates with leadership skills and an entrepreneurial outlook. The problem is that the pace of change is so rapid that some areas of knowledge are becoming obsolete in 3-7 years, and the industry cannot wait for educational institutions to adapt to change.

KEYWORDS: *Entrepreneurial University, Student, Graduate, Commercialization, Technology, Business, Higher Education.*

INTRODUCTION

The concept of the University of Entrepreneurship is not a new concept and has been actively used in universities of developed countries since the end of the last century. The University of Entrepreneurship is a natural incubator that seeks to provide a conducive environment for the university community to research, evaluate and use ideas that can be transformed into socio-economic entrepreneurship initiatives. Entrepreneurial universities participate in partnerships, industries and other relationships in order to create a conducive environment for interaction and collaboration. [1]

The main purpose of establishing business universities is to systematically train graduates with leadership skills and an entrepreneurial outlook. Great attention should be paid to training graduates who are able to create future leading tech and competitive startups, and who can bring local products and services to foreign markets. The curriculum of the University of Entrepreneurship is based, on the one hand, on the development of "soft" skills (entrepreneurial thinking, leadership, creativity, information analysis), on the other hand, providing basic fundamental knowledge and strengthening them in practice. It is appropriate to refer to the modern Western experience in transforming young people who are the driving force of social development into "leader-entrepreneurs", but at the same time we must not forget the Eastern approach and centuries-old traditions that play an important role in personal development. [2]

According to the principles of Eastern life thinking, the morality and spirituality of the individual are at the center of human qualities. What potential a person has, what discoveries he has made, all his efforts are measured by spiritual and moral criteria. [3]

The most important approaches and methods, such as project-based learning, should be introduced in the process of conducting trainings on the implementation of a specific project with the support of foreign partner universities, in simulated game-like processes that can actually model the work of an existing company. It is necessary to involve the best local and foreign teachers and practitioners in the educational process, and to include in the curriculum the latest problems and solutions of the industry. [4]

First of all, it should be noted that enrollment in higher education is very low. Demand in the market is high, but supply does not meet demand. Of the one million children who graduated from schools, lyceums, and colleges, only 100,000 enrolled, and the remaining 900,000 children were unable to enter the university due to insufficient offers. This is a bad situation not only for those who cannot afford to study, but also for the economy as a whole. [5]

On the other hand, it is necessary to improve the quality of education and fight corruption. Also, sometimes, instead of giving a realistic assessment of the quality of knowledge, too much attention is paid to attending classes or checking the uniform (even checking the appearance of the socks). Universities do not establish sufficient links with the business sectors in which they then hire their graduates. It is only in recent years that local universities and rectors have begun to work more actively with the business community, and this has certainly been a positive growth. It would be great if we accept the practice of foreign universities, where entrepreneurs are constantly invited to participate in the educational process and to hold master classes, discussions. [6]

Therefore, the opening of private universities in our country is of great socio-economic significance. And it's great that this is exactly the initiative of the business community - people who know very well in practice what knowledge the salespeople are missing, what the managers are missing, and what the engineers are missing. Because business does not need a diploma, it needs knowledge. The Cabinet of Ministers adopted Resolution № 241 of April 18, 2020 "On the establishment of TEAM University. Team University in Tashkent and its branch in Termez are the examples of the first entrepreneurship Universities in Uzbekistan. The launch of TEAM University in Termez, which is initially the same as in Tashkent, as well as the development of the branch's capacity, is more focused on the scientific and socio-economic needs of the region. [7]

The University of Entrepreneurship is a combination of ideas of entrepreneurs who are representatives of the academic community and employers of future graduates. Thus, the business community of Uzbekistan contributes to the development of higher education in our country. It is run by company executives who know what the future business environment in the region will be like and who needs employees to work in business processes and know how to manage it, who to trust to develop and implement business ideas. [8]

In recent years, the higher education system in Uzbekistan has faced the need for adaptation and development in the context of the transition from centralized to decentralized governance and globalization. The main obstacle was the high degree of centralization of the system, which is controlled by the responsible ministries. This limited the development of diversified curricula,

the emergence of new methods of teaching and the penetration of modern technologies in education. [9]

The emergence of international universities such as Westminster and Inha has provided an opportunity to see how the development of new processes in higher education can benefit the development of our entire country. The main focus of the adopted concept is to introduce a training program on critical thinking, independent teaching, use of virtual systems, and so on. The main problem facing the ministry and other agencies involved in education today is the need to coordinate the actual pace of implementation of these changes with those described in the documents. Not only public higher education institutions, but also newly established universities need to make qualitative changes in terms of greater independence. It is important for university leaders to be able to liberalize their worldview, to develop their own curricula and courses for future implementation, that is, the trend we see around the world. [10]

Reducing centralized governance by the Ministry of Higher Education will ensure better and better quality education, as independence and the ability to influence one's own future will create a sense of self-responsibility. This responsibility forces universities to change their management style. Due to the transparency of the processes, all stakeholders - students, parents, employers - will not only feel confident in the quality of education, but will be able to directly participate in ensuring and improving this quality. [11]

One of the main targets in the concept of development of the higher education system is to increase the enrollment of graduates from 20% to 50% by 2030. In this regard, the increase in the number of higher education institutions, as well as the increase in the cost of maintaining the entire system, is a matter of serious concern. Thus, not only increasing the level of coverage, but also the form of funding and who will pay for it will remain a very topical issue. [12]

In many developed countries, this problem is being addressed through commercialization of student relationships, lending, and other forms of financing. Although this is not always the best option - for example, as the funding system in the United States develops, there are more and more problems in ensuring the return on "investment," that is, in converting post-employment education into real income. At a time when education lending methods are relatively common in the UK, the issue of the importance of education in employment is becoming increasingly relevant. [13]

Thus, the benefits of raising the cost of education will double - on the one hand, universities will attract more funds for development, on the other hand, transparency will increase and the quality of education will increase - students will set stricter requirements for their money. Despite the contradiction to logic, an increase in the cost of education will not only increase the sustainability of the higher education institution, but also improve the quality of education. Thus, the quality of education is regulated independently by students using market mechanisms. This leads to a shift away from the regulatory nature of the ministries' education system, focusing not only on improving the "customer experience" of students through the introduction of assessment tools, but also on teaching through the introduction of advanced university ranking systems. In the end it is beneficial for everyone. [14]

Universities need to train business professionals, people with specific skills and knowledge in a specific field, such as soft skills. This means that the graduate must be creative, able to work in a team and learn quickly. Special knowledge in the field we are studying today may not be of great

importance very soon. The world is changing, so professionals and employees of companies need to know how to learn, be ready to learn new things, be able to accept innovation, be flexible. [15]

Soft skills provide the opportunity to develop along with a changing life using hard skills. If previously it was enough for an engineer to have some knowledge to run a lifetime of work, and he knew what he was going to do in the next 30 years, now in the next 10 years, 50 percent of the specialties could disappear. Perhaps, someone's job will be replaced by artificial intelligence, maybe in the future there will be professions that we don't know yet. [16]

Educational institutions should be very close to the real field in which they are teaching. That is, medical universities should be part of the larger clinics where internships take place every day, while business universities should be close to the industry they teach. Nowadays, for example, students studying finance or management are taught in textbooks that do not meet modern requirements. Employees trained at this level have to re-learn. It is great that they have learned some basic things, but most of the time it's a 4 year lifespan and not worth spending that much money.

The whole world is moving in the direction of the knowledge economy, where the main factors of development are knowledge and human capital. Universities in the knowledge economy are the most needed universities, as well as an environment where science and practice come together, from where innovations and technologies move to mass production. The problem is that the pace of change is so rapid that some areas of knowledge are becoming obsolete in 3-7 years, and the industry cannot wait for educational institutions to adapt to change. At this point, universities will have to prove their relevance in the field of education. Not only will they be able to adapt quickly to change, but after 3-5 years they will be able to anticipate what skills the graduates will need. [17]

At this point, universities will have to prove their relevance in the field of education. Not only they have to be able to adapt quickly to change, but after 3-5 years they should be able to anticipate what skills the graduates will need. This task is twice as difficult for Uzbekistan. In addition to the problems listed above, the higher education sector needs to reshape the entire environment and increase the enrollment of people in higher education several times, as well as pave the way for the transition from focusing on higher education to increasing mass higher education. Many higher education institutions need to move away from centralized management to an independent system of self-government, from independent development of courses and curricula to enrollment and financial and economic management of higher education institutions.

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OPTIMIZATION OF ANESTHESIA IN ELDERLY PATIENTS WITH DIABETES MELLITUS DURING INGUINAL HERNIA OPERATIONS

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ABSTRACT

The article reflects the results of a study evaluating the effectiveness of anesthesia in elderly patients with diabetes mellitus who have been subjected to inguinal herniation. 56 patients were examined. All of them were consulted by an endocrinologist in the preoperative period, correction of blood glucose levels was carried out with short-acting insulin. Depending on the method of anesthesia used, the patients were divided into three groups. The tests were carried out in five stages. Analysis of the results showed that the anesthesia performed is the method of choice for inguinal herniation in diabetic patients.

KEYWORDS: *Diabetes Mellitus, Spinal Anesthesia, Saddle Anesthesia, Inguinal Hernia, Old Age*

INTRODUCTION

Hernias still remain one of the most common surgical pathologies [1,2]. Thus, according to various authors, inguinal hernias occur in 73.5% of men and in 20.3% of women (1.12), the proportion of gerontological patients with pinched and recurrent hernias is 68% [2,3]. The course of the disease in patients of this group is often complicated by endocrine pathology and most often by type II diabetes mellitus. Thus, the number of patients with inguinal hernias on the background of long-term diabetes mellitus ranges from 12.5% to 17%, [3,4,5] While every second of them needs surgery, because DM is detected in more than 5% of cases as a concomitant pathology [2].

At the same time, the provision of adequate and safe anesthesia in this category of patients is a serious problem.

A necessary requirement for anesthesia in patients with DM is the requirement of its adequacy, since afferent intrareceptive pulsation from the surgical intervention zone leads to a violation of endocrine homeostasis, fluctuations in the level of insulin in the blood. If we assume that the pathophysiological basis of DM is uncompensated neoglucogenesis in combination with inhibition of peripheral glucose utilization, and an increase in the level of catecholamines and adrenal steroids as a result of the formation of a post-aggressive reaction during surgical interventions changes carbohydrate metabolism in the same direction, the danger of serious disorders of this type of metabolism, and primarily severe hyperglycemia, becomes clear [6,7,8]. Consequently, maintaining optimal blood sugar levels during surgery is possible only through adequate protection from the stress of surgical intervention by choosing the right method of anesthesia [9]. Many patients with diabetes require preoperative corrective therapy, requiring improvement of carbohydrate metabolism and normalization of blood sugar. However, this can be easily achieved with planned operations [10,11].

Drug preparation for anesthesia is carried out according to the generally accepted scheme, but taking into account the increased sensitivity of such patients to sedatives. However, anesthesiology does not yet know ideal and universal solutions to the problem of protecting the patient from surgical aggression. The appearance of modern drugs for anesthesia and the improvement of surgical treatment results at the present stage of development of endocrine surgery is seen in the further improvement of preoperative preparation and intraoperative anesthesia. [12]

Purpose of research: To evaluate the effectiveness of the anesthetic aid in elderly patients with diabetes with inguinal hernia.

Materials and methods of research: 56 patients were examined in the surgical department of the 1st clinic of the Samarkand Medical Institute. All patients (from 62 to 78 years old) had inguinal hernias performed as planned.

All subjects in the preoperative period, after consultation with an endocrinologist, received insulin therapy using short-acting insulin (actrapid) at least 4-6 times / day until the blood glucose level stabilized within 7-10 mmol/l, fasting glycemia 6-8 mmol / L. The average dose is 22.8 IU/day.

Depending on the anesthesia technique used, the patients were divided into three groups; 18 patients were included in group 1, general anesthesia (OA) was performed using intravenous anesthetics consisting of ketamine 0.67 ± 0.2 mg/kg, fentanyl 0.002 ± 0.0005 mg/kg, propofol 0.18 ± 0.51 mg/kg, in premedication included diazepam 0.13 ± 0.04 mg/kg, atropine 0.005 ± 0.0005 mg/kg. The 2nd group included 19 patients, diazepam 0.13 ± 0.04 mg/kg, atropine 0.005 ± 0.0005 mg/kg were used for premedication, spinal anesthesia with 0.5% bupivacaine solution 12.5-15 mg subarachnoid was used as anesthesia. Puncture of the subarachnoid space was performed at the L3-L4 level with Pencan 25 G needles. The 3rd group included 19 patients, premedication was performed with diazepam 0.13 ± 0.04 mg/kg, atropine 0.005 ± 0.0005 mg/kg, saddle anesthesia with 0.5% bupivacaine solution 6-8 mg was used as anesthesia. For saddle spinal anesthesia, puncture of the subarachnoid space was performed at the L3-L4 level in patients in a sitting

position with Pencan 25G needles. After subarachnoid administration of a local anesthetic, patients were in a sitting position for 5-10 minutes before the onset of anesthesia.

The research was carried out at 5 stages: 1-before premedication (initial values), 2 - on the operating table, 3- before the skin incision, 4- 20-30 minutes after the start of the operation, 5 - after the end of the operation.

In all three groups, mean dynamic pressure (SDP), heart rate (HR), hemoglobin oxygen saturation (SpO₂), Cardiac index (SI) and blood glucose were monitored before and intraoperatively. Hemodynamic parameters were determined using the monitor "Triton" (Russia).

Statistical processing of the results of the study was carried out by multidimensional statistical analysis of data based on application software packages for PC StatisticaforWindows 5.1. The results were considered reliable with an error probability (P) of less than 0.5.

Results and discussion: Characterizing the clinical course of OA in group 1, we found that signs of complete segmental sensory-motor blockade formed by the 15th-18th minute, the duration of the surgical stage of OA ranged from 40 minutes to 1 hour. When using SMA and CA, signs of a complete segmental sensory-motor block developed by the 6th-8th minute from the moment of subarachnoid administration of the calculated dose of local anesthetic and persisted for 1.5-2 hours. During the entire operation, the patients of all 3 study groups did not react, they did not complain.

The initial state (before premedication) of hemodynamics in all three study groups was characterized by tachycardia, an increase in ABP, and a decrease in one-time and minute heart performance. The studied parameters in the groups were identical and did not differ significantly from each other. The blood glucose index in all groups ranged from 7.0 to 10.0 mmol/l (Table No. 1).

TABLE NO. 1. SOME INDICATORS OF HEMODYNAMICS AT THE STAGES OF ANESTHESIA AND SURGERY

Stage of research	Group	Studied parameters				
		HR, min	ABP, mmHg.	HI, l/m ² /min	SpO ₂ , %	Glucose, mmol/l
Before premedication	1-я	86,2±2,0	92,5±1,4	2,41±0,06	96±1.2	8,6±0,2
	2-я	86,8±1,8	92,9±1,5	2,4±0,09	96±1.3	8,5±0,1
	3-я	87,5±1,9	92,6±1,3	2,45±0,07	95±1.1	8,9±0,1
On operation	1-я	82,7±1,1	88,4±1,3	2,28±0,04	96±1.0	8,6±0,1
	2-я	82,2±1,3	87,6±1,5	2,33±0,06	95±1.3	8,5±0,2
	3-я	82,9±1,2	88,1±1,3	2,4±0,08	94±1.3	8,9±0,1
Before the skin incision	1-я	71,6±1,2	72,4±1,3	2,07±0,02	98±1.1	8,6±0,2
	2-я	75,1±1,1	78,3±1,5	2,24±0,03	96±1.0	8,5±0,2
	3-я	82,8±1,3	85,6±1,6	2,36±0,05	94±1.2	8,9±0,1
20-30 minutes after the start of the operation	1-я	72,8±1,3	72,9±2,0	1,98±0,02	98±1.2	8,9±0,2
	2-я	74,6±1,2	76,4±2,0	2,2±0,03	97±1.1	8,7±0,2

	3-я	82,6±1,4	85,6±2,1	2,34±0,04	93±1.3	8,5±0,1
After the end of the operation	1-я	72,4±1,4	70,2±1,3	2,0±0,03	96±1.1	9,1±0,1
	2-я	74,6±1,8	75,4±2,0	2,23±0,07	98±1.2	8,9±0,1
	3-я	78,8±1,9	82,7±1,8	2,35±0,08	95±1.2	8,3±0,1

After premedication, hemodynamic parameters in all three study groups returned to normal: tachycardia was not observed, ABP decreased, one-time and minute heart performance increased. The changes in spO_2 and blood glucose were insignificant.

Before the skin incision, against the background of a complete segmental block, classic clinical and functional manifestations of central segmental blockades were recorded in patients of all three groups - a decrease in heart rate, a decrease in ABP significantly more pronounced when using CA. Thus, ABP and heart rate in the 1st group of patients decreased by 19.9% and 14.5%, respectively. Against this background, the SI decreased from 2.39 ± 0.04 l/m²/min to 2.07 ± 0.02 l/m²/min. At the same time, in group 2 patients, the changes in the studied hemodynamic parameters were not so pronounced. ABP and HR decreased only by 11.6% and 9.8%, respectively. SI tended to decrease and amounted to 2.24 ± 0.03 l/m²/min. The patients of the 3rd group had minimal hemodynamic changes. ABP and heart rate decreased only by 4.9% and 2.5%. SI was 2.36 ± 0.05 l/m²/min, not significantly different from the initial values.

At the most traumatic stages of the operation, 20-30 minutes after the start of the operation, there were no significant changes in the studied hemodynamic parameters in all 3 study groups relative to the previous stage. [13]

The end of the intervention in patients of 3 study groups was accompanied by a desire to normalize the studied parameters of hemodynamics. It should be noted that in patients of the 2nd and 3rd groups, the hemodynamic parameters approached the initial preoperative values. In group 1 at this stage of the study, the ABP was 70.2 ± 1.3 mmHg, SI- 2.0 ± 0.03 l/m²/min, heart rate- 72.4 ± 1.4 per minute. The analysis data showed that they significantly differed from those in the 3rd group of patients in whom ABP, SI and heart rate by this time were respectively 82.7 ± 1.8 mmHg, 2.35 ± 0.08 l/m²/min and 78.8 ± 1.9 in min.

The results of the study of glucose indicators revealed a tendency to increase its level when using SMA and OA: from 8.5 ± 0.1 mmol/l to 8.9 ± 0.1 mmol/l and from 8.6 ± 0.2 mmol/l to 9.1 ± 0.1 mmol/l, respectively. Saddle anesthesia resulted in a significant decrease in glucose from 8.9 ± 0.1 mmol/l to 8.3 ± 0.1 mmol/l.

After analyzing the results, we note that saddle anesthesia is the method of choice for inguinal hernia surgeries in patients with diabetes mellitus, since there was a significant decrease in glucose content in this group. [14]

CONCLUSIONS:

Saddle anesthesia using small doses of local anesthetic is the method of choice for inguinal herniation in elderly patients with DM.

In elderly people with diabetes during surgical interventions, saddle anesthesia has a minimal effect on hemodynamics with a positive effect on blood sugar.

When using SMA and OA in elderly patients with DM, caution is required in carrying out the method since the blood glucose level tends to increase.

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GENDER DIFFERENCES OF VEGETATIVE CHANGES DURING TRIGEMINAL NEURALGIA ATTACK

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ABSTRACT

The research was conducted in 238 patients aged 30 to 70 years (including 155 women and 83 men) treated at the Department of Neurology and Maxillofacial Surgery of the Bukhara Regional Multidisciplinary Medical Center. Vegetative tests were performed to detect vegetative dystonia syndrome in all patients and gender differentiation was analyzed.

KEYWORDS: *Mental and Autonomic Changes, Trigeminal Nerve Neuralgia, Gender Differentiation.*

INTRODUCTION

Trigeminal nerve neuralgia is one of the most common persistent pain syndromes in clinical neurology. A.V. According to Stepanchenko, trigeminal neuralgia is one in five cases per 100,000 people in Russia. Epidemiological studies in the United States by W. Dousset and P. Henry found that the incidence of trigeminal neuralgia averaged 4.3–4.7 per 100,000 population. trigeminal nerve neuralgia is second only to facial nerve neuropathy in terms of prevalence among diseases of the cerebral nerves. [1] Trigeminal nerve neuralgia is more common in middle-aged and elderly people, and the incidence of the first pain attack is 30-35% before the age of 40, and 2-3% in those over 70 years of age. Women get sick more often than men. A number of autonomic changes are observed during an attack of trigeminal nerve neuralgia. This can be explained as a response by pain-responsive apparatus because the trigeminal nerve is strongly connected to the autonomic nervous system. But before the attack there is a vegetative aura - autumn tears, hyperthermia on the affected side and salivation. Sometimes a short-term vasodilator - a fall-age separation reaction develops as the equivalent of an attack of trigeminal nerve neuralgia. On the neuralgia side in 8% of patients there are persistent trophic disorders in the form of seborrheic eczema, extreme dryness of the skin, hyperpigmentation, eyelash loss. Rarely, patients with atrophy of the masticatory muscles and hematopoiesis of the face are observed on the observed side of neuralgia, and vegetative vascular dystonia syndrome is manifested during a pain attack. [2]

The clinical manifestations of vegetative vascular dystonia are determined by severe symptom complexes, regardless of the etiology, clinical forms and course, with asthenic syndrome as the basis. The clinical picture of vegetative vascular dystonia consists of a number of syndromes

associated with the dysregulation of one or another functional system. They are separate, but often combined with each other. [3]

Emotional aspects of pain: Pain sensations associated with mental disorders are one of the most difficult manifestations of pain syndrome to diagnose. Most of them are pain in the facial area. The question of the status of the psychological status of patients with trigeminal neuralgia is unresolved and controversial. The study of the nature of the mental impact on the origin of pain is complemented by the identification of the appearance of neuropsychiatric disorders. Determining their shape, concentration and transition period provides the use of targeted drug treatment. In some patients with pain syndrome, especially the chronic type, the correlation between the severity of the actual disease and the pain response is often weak. In such patients, social and psychological factors can have a significant impact on how they feel the effects of pain. Therefore, a psychiatrist or psychologist's examination of all patients with persistent complaints of pain should be a major part of the clinical examination, and this will help. [4]

Several categories of psychological diagnoses can be observed in patients with chronic pain syndrome, among which depression syndrome is the most common.

Depressive symptoms are characteristic of patients with chronic pain disturbances and are detected in 40% of cases. Many patients with pain syndrome deny depression and do not exhibit a depressive emotional reaction. In such patients, vegetative symptoms of insomnia, decreased sexual desire, and a sharp decline in quality of life may be observed. Gender differentiation of the pain threshold (if the pain is observed under the influence of mechanical pressure) indicates that the pain threshold is characterized by a strong masculine and feminine quality. [5]

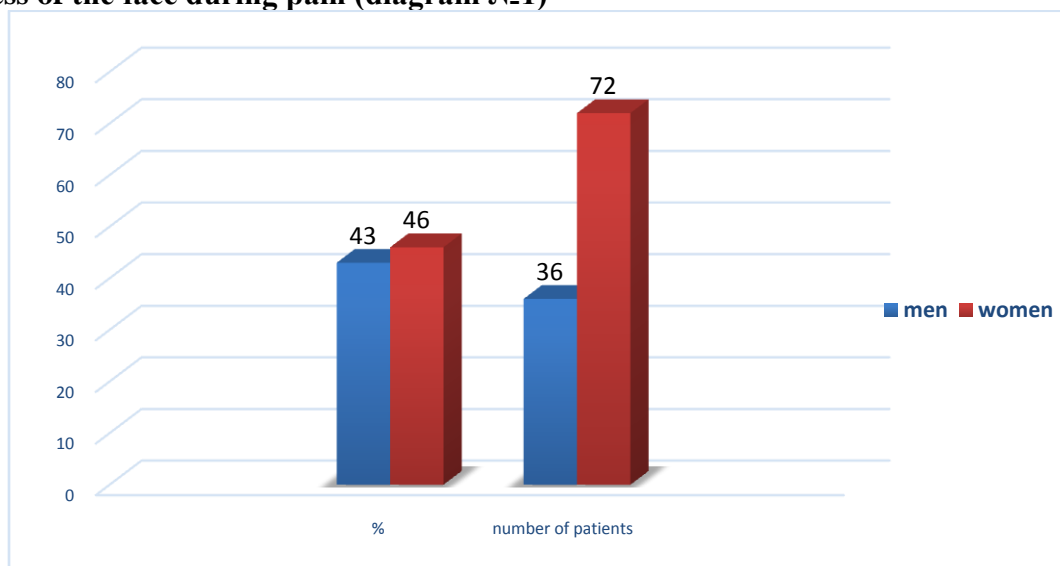
The purpose of the study. To study gender differences in the transition characteristics of vegetative changes during the onset of trigeminal neuralgia.

Materials and methods. We conducted a clinical study in 238 patients aged 30 to 70 years (including 155 women, 83 men) treated in the Department of Neurology and Maxillofacial Surgery of the Bukhara Regional Multidisciplinary Medical Center. Vegetative tests were performed to detect vegetative dystonia syndrome in all patients.

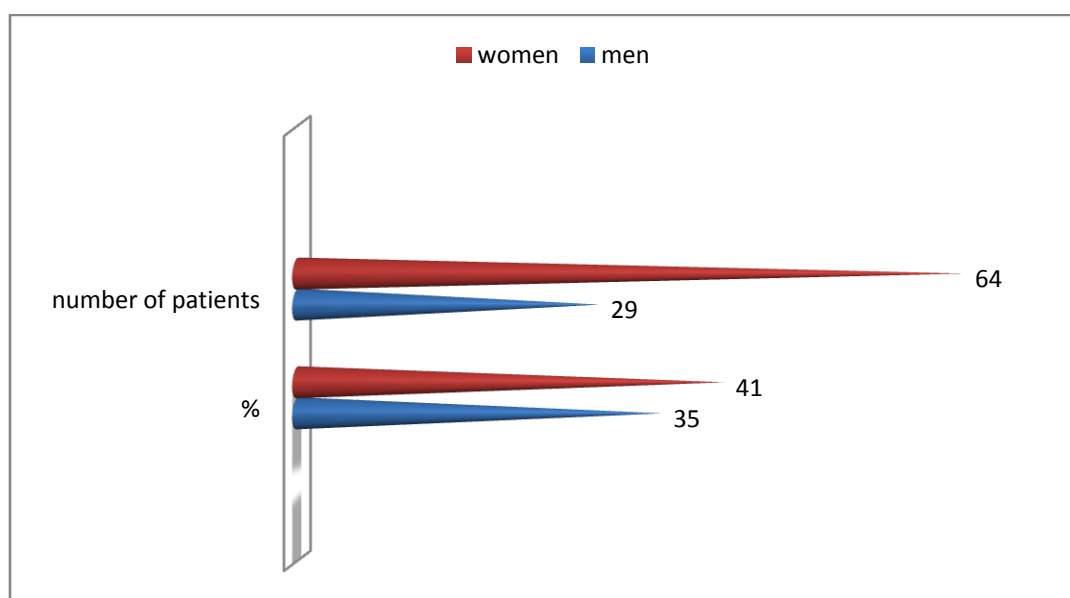
The result and their discussion. Vegetative tests were performed in several patients and the following results were observed.

Do you feel this every time you get excited?

A) During the pain of redness in the facial area, the answer "yes" to the question was observed more in women than in men (diagram №1).

Redness of the face during pain (diagram №1)

Paleness in the facial area - during pain. The answer to this question was yes (41%, 35%) more than men. It can be seen that redness and whitening of the face is more common in women during a pain attack than in men (diagram №2).

Facial whitening during pain (diagram №2)

When we detected signs of frostbite and numbness among patients by vegetative test, cold soreness on the fingertips and palms was 18% in women, 13.2% in men, and 15% in women and 8% in men. When we analyzed the color changes (whitening, redness) of the fingertips and palms among patients, the discoloration of the fingertips was 25.8% in women and 12% in men. Discoloration of all parts of the finger and palm was found to be almost equal in men and women (7.2: 7). [6]

When we determined that sweating was strong among patients by vegetative test, the following result was observed: sweating during pain in women (32%) was found to be higher than in men (29%) (Table 1).

Expression of sweating intensity during pain among patients. (Table 1)

Gender	№	%
Men	24	29
Women	50	32

An attack of trigeminal nerve neuralgia is accompanied by multiple vegetative vascular changes. This can be explained as a response by pain-responsive apparatus because the trigeminal nerve is strongly connected to the autonomic nervous system. When we analyzed the rapid or slow heart rate during a pain attack among patients by vegetative test, the rate was 74% in women and 62.6% in men (Table 2).

Changes in heart rate during the crisis (Table 2)

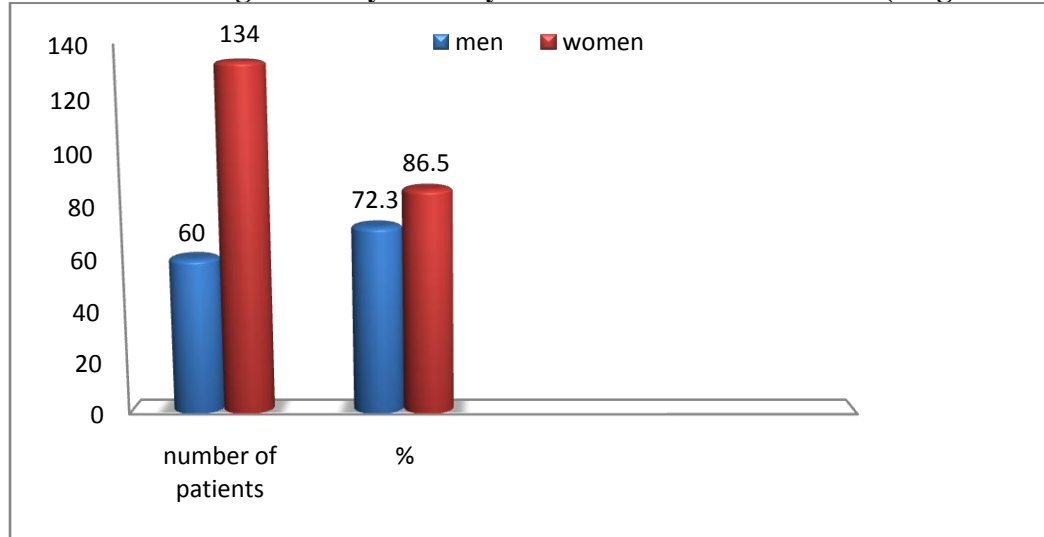
Gender	№	%
Men	52	62,6
Women	115	74

When patients were asked “do you feel difficulty breathing” (shortness of breath, frequent breathing, shortness of breath), it was found among women and men (30.3: 27.7%). Disorders of the gastrointestinal tract were observed more in men (38.5%) than in women (44.5%). The incidence of fainting during the pain attack was 10% in women and 1.2% in men. Aggressive headache: 79.5% in men and 74% in women. This suggests that aggressive headaches are more common in men during a neuralgia attack (Table 3). [7]

Observation of aggressive headache during a neuralgia attack (Table 3)

Gender	№	%
Men	66	79,5
Women	115	74

When vegetative vascular dystonia was examined on a questionnaire basis among patients, dystonia (86.5%) was more common during pain in women (diagram №3).

Observation of vegetative dystonia syndrome in women and men (diagram №3)**CONCLUSIONS**

In almost all cases, redness and whitening of the face, signs of cold and numbness on the fingers, discoloration of the fingertips and palms (whitening, redness), sweating during pain, rapid or slow heartbeat during a pain attack. In questions such as stroke, women had a higher rate than men, indicating that vegetative dystonia syndrome was more common (86.5%) in women during pain.

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HISTORICAL GENESIS OF ARTISTIC SYNTHESIS IN IMAGE SALES

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ABSTRACT

Image is an important aesthetic category that maintains the integrity and integrity of the work of art, and its behavior and activities allow for the full expression of the ideological concept that the artist wants to express. That is why a real artist tries to perfectly reveal all aspects of the image he is creating. The phenomenon of artistic synthesis at the image level is such an opportunity. In his poems and narrations, Navoi glorified our Prophet, who was sent to perfect the most beautiful morals and morals. Navoi incorporated some of the qualities of our Prophet into the image of Farhod. The article proves with concrete examples that the events related to our Prophet were transferred to Farhod in the epic "Farhod and Shirin".

KEYWORDS: Epic, Art, Poet, Image, History, Literature, Education, Upbringing, Poetry, Generations, Reader.

INTRODUCTION

The historical roots of artistic synthesis at the level of images go back to the ancient times of the heritage of our literature. In Alisher Navoi's epic "Farhod and Shirin", the poet emphasized that the image of Farhod, which he wanted to create, had five qualities.

Farzona Farhod named him,

Hurufi Makhzain wrote five parts.

Sorrow, jealousy, and sighing, pain,

Beer is the initial letter of the individual tricks.¹

Since Alisher Navoi wanted to have five qualities in the image of Farhod as early as the 15th century, this is a unique manifestation of artistic synthesis at the image level. Such a skill cannot be found in all creators. In the history of our literature, only great geniuses like Navoi have achieved artistic synthesis at the level of image. Later, in realistic literature, there was a need to fully describe reality, to reflect the complex relationships between people with all its drama.

Literary critic Z. In his article "Navoi's Ideal", Isomiddinov raises the question of who Alisher Hazrat Navoi considered ideal, and explains that "there are two possible answers."² According to the scholar, there is no need to substantiate that Navoi considered Muhammad (peace be upon him) to be ideal. Indeed, it is natural and convincing that a person who considers his master Jami to be a pir and adopts the Naqshbandi sect should not do otherwise. Second, Alisher Navoi's ideal is both Farhod and Rasuli Akram. The scholar explains that the reasons for this are that the

prophets cannot be described as images, that is, there is no place for artistic text in the literature about the Prophet, no pictures are drawn, no voices are given in theatrical scenes and movies.

Analysis of the literature on the subject (Literature review)

This is not the case in the pre-Navoi Hamsa, as Farhod was not chosen as the protagonist. It is a unique image created only as a result of the high intellect and imagination of the great poet.

Joseph is one of the most active, popular characters in our fiction. He is mentioned in the Qur'an, in the later "Qissasi Rabguzi", in the epics "Yusuf and Zulayha" by Jami and Lutfi, and in Goethe's "Zulaykhanoma".

In writing this work, Nosiruddin Rabguzi used not only the Qur'an, but also the oral and literary sources of the Turkic peoples.

At the beginning of the work, the author writes: "The book of our footsteps (God) is ancient, the Qur'an informs us in the great enlightenment, the label (decree) Nahnu naqussu alayka ahsanal-qasasi (We want to tell you the best story.³ The author explains that the story of Joseph is "the best" with nine different answers.

The reason why this image is more prevalent in the literature than others can be explained as follows.

The life of the Prophet Joseph is described in the Qur'an in a broader and more detailed way than the lives of other prophets. Second, the lives of this breed are the presence of plates associated with love. The life of Yusuf (as) ends at the end of the events with the "achievement of goals" of the heroes, as in folk tales, his life is like a folk tale, a strong drama in the events, a reflection of both family and social life. Of course, these are just our views. The image of Yusuf is so widespread in Persian and Turkish literature that creators refer to it in twentieth-century literature as well.

Literary critic and writer Ulugbek Hamdam has a work of the same name. In it, Yusuf and Zulayha enter the market, but cannot find a way out of the market. From beginning to end, the work is symbolic. The fact that they lost each other, that the tea-maker could only leave the bazaar through the cemetery, that Zulayha appeared in a gold-selling shop, that Yusuf was the bazaar manager, and all the events were symbolic. If the events in the play are carefully observed, it is felt that it is an artistic synthesis of a famous story. The task of the Creator has been the same at all times. To lead a person to the right path, to show him the way of guidance, is to lead him to true happiness.

In the literature of the peoples of the East, before and after Ibn Sina, it was a tradition to write works on the basis of imaginary journeys, the imaginations of the divine world. According to the Iranian scholar E. Bloshe in his article "Eastern Sources of the Divine Comedy", Dante's journey to the "beyond world" is an echo of the dreams of the pious Zoroaster Viraf. The poet must have accepted this through Islamic teachings, the scholar says⁴.

One of such works is called "Me'rojnama", which is widely used in Arabic, Persian and Turkish languages. They sing of the ascension of the Prophet Muhammad Mustafa to heaven and his visit to God on the Throne, his travels around hell and paradise, the sufferings and sorrows of sinners, and the pleasures of pure souls in paradise.

There are countless episodes created with great passion in these imaginary-divine stories, written with great intentions, such as the further strengthening of Islam for religious noble purposes.

The tenth-century poet Sheikh Avhaddin Kirmani's work "Misbahul arvoh" (Light of Spirits) also finds an allegorical meaning through imaginary-divine travel.

According to Academician A. Veselovsky, such works were common in both medieval Christian literature and in the East. For example, the Ossetian tale of a child she gave birth to in infancy, the Tatar folk tale of a girl named Kubayko who went to hell in search of her murdered brother, and some Indian legends are parallel parallels to the Divine Comedy.⁵

The great thinker and humanist poet Abu Aloal-Maarri, who lived and worked in the ninth century, made extensive use of religious myths about the "other world" and wrote "Risalatul-eufan" ("Letters of Thanks"), "Risalatul maloik" ("Message of angels"). He wrote his epics and satirically mocked the ignorant, ignorant priests, courtiers, and nicknames of his contemporaries. interprets relative hatred⁶.

Abulmajid Sana'i's epic "Sayrul ibad ilal maod" ("Slaves travel and return to their places") by one of the most famous artists of the East is another vivid example of this. With its original content, images and structure, this work is close to the "Divine Comedy" in both form and content. Professor E. Bertels, an orientalist, drew the attention of the scientific community to this work and made a more detailed analysis.⁷

This work of Sanoi Balkhi (XI-XII centuries), famous for a number of philosophical and orifona epics, consists of 23 chapters, introduction and conclusion. It describes the poet's journey to an imaginary world. The picture of suffering in the layers of "hell" is drawn. In the preface, the plant soul ("nafsi numoya"), the animal soul ("soul animal"), and the human soul are considered.

Research Methodology Research Methodology

The human spirit world is depicted in the play as a legendary city. The people of this city think only of themselves and their descendants. Consequently, they live in the grip of mutual struggles, wars and conflicts. The exterior of the city is beautiful, but the interior is ugly and disgusting. The city has three rulers, consisting of light, fire, and darkness. They, too, think only of their own interests. They have two horses (night and day) that ride in search of food for their riders. At this stage, human life is similar to animal life. Only his nafs, as if it were his soul, can save him from these "brothers."

In the world of darkness, the poet sees an old man with a light shining on his face. This nafs is rational. The old man begins the poet's journey on a symbolic country. The journey begins with the lowest element - the earth (hayulo). Darkness reigns here. Man-eating creatures, venomous snakes, wolves, dragons, rattlesnakes and scorpions are terrifying. They are all run by Kobon. In the next chapter, passengers encounter a giant opium-shaped creature with one head, seven faces and four palms. It is a symbol of greed, greed and greed. Sanoi is frightened, but the old man repels him with a gesture. When the snake deviates from the path, the poet steps forward again with his guide. In the next chapter, they come to the land of giants (symbol of envy) with their tongues in their hearts and eyes. In the eighth chapter, a smoke-like taste in the form of a rocky desert appears. In it, wild animals are always wandering. Their heads consist only of eyes, and their hands of bare bodies. After this region, passengers are confronted by a stormy sea that they have to cross. In a state of panic, Moysafid advises: If you leave the animal senses behind, you

will cross this sea safely. Hence, the writer wisely promoted a series of true human qualities. Consequently, he wants to convey that the attainment of high human spirituality is a daunting task, like sailing across vast, terrifying seas.

Finally, the poet's rays set foot in a dazzling land. It is a land of exemplary minds. Lovers of knowledge and enlightenment are here. The righteous dervishes are also happy under his patronage. The old man, urging the poet to move forward again, returns himself. Because there was no need for his guidance on subsequent trips to countries.

They meet the members of the industrial sect, and then, on their advice, move forward again - to the place of the Great Love.

The last chapter is devoted to the praise of Musaffo Khayr. Dante's "Divine Comedy" is also an artistic synthesis of this theme.

There will be images that the period does not choose. The genesis of the images of Hazrat Hizr, Luqmani Hakim, Efendi, Awliya is related to the folklore, Islam, in which both the phenomenon of syncretism and artistic synthesis can be observed. The image of a saint is sometimes embodied in the image of a definite person, sometimes of an unknown person. Its function in all works is the same: to help people, to take them out of difficult situations, to alleviate their difficulties, to show them the right way, to warn them of danger.

Analysis and results

As noted above, the artistic synthesis at the level of images goes back to our most ancient sources, as well as to the peculiarities of our stories today. The tradition of succession in our artists is reflected not only in their style, but also in their image-making skills.

Literary critic Damin Turaev comments on the People's Writer of Uzbekistan Isajon Sultan's novel "The Eternal Wanderer": "Interprets the transformation of those who remain to become 'eternal wanderers.'" ⁸Author

The poetic concept of the author is also reflected in the stories "TODD", "Garden of Eram", "Saint", "Fate", "Arif", "8-year-old boy of the 21st century", "Nameless hero".

These stories tell different stories about human destiny, fate and destiny, the path to happiness, the fact that every action, every word, every thought in the brain is part of human destiny, and that the meaning of life is in understanding oneself and one's Creator.

The story of "Garden of Eden" begins with the image of Bedazor. It read: At the end of Bedazar, a clear stream of water flowed. "We meet the protagonist of the story and his friend in a situation where he steals one of the loaves of bread that his mother has covered and pours it into the ditch. He is an eight- to nine-year-old boy. Then, at the beginning of the street, in front of the mud house, Grandfather Kholmuhammad, who was always warming himself in the sun, came to them, stared at the children's games, and after a while the children saw that his eyes were teary.

"Why are you crying, Grandpa?" I asked.

The old man's beard trembled:

"I used to pour my mother's bread like that, and I remember crying, 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, not ashamed.

We stared.

The old man, with a loaf of bread in his hand, tears in his eyes, slowed down again and continued on his way. "9.

The protagonist of the story encounters a miracle throughout his life and they are involved in the fate of the child. The old man, who came in through the great gate that appeared in the place of the fallen wall, is a symbol of Life, he weeps with sorrow for his past life, but not because of the kindness, generosity, or hurtfulness of someone he did not do when possible. But the writer makes no comment on this. The story becomes more interesting:

"I jumped out of the ditch to look after him, and I forgot about the old man, and I froze with tears in my eyes. What did you see? I found myself in front of a garden with gold lids and crystal handles! At the door, a boy next to me, holding a crystal ring, was laughing at me and gesturing inside.

I took two steps forward and peered into the garden. I can't say what I saw there, it just looks like something grounded with what I said. The trees there were completely different, although they looked like ordinary trees we had seen. The birds there, the waters... This garden was heavenly! It was so beautiful! I can't find a suitable description for this beauty.

The garden fascinated me so much that I involuntarily took another step forward. When I take another step, I am in the garden. I can catch the golden dragonflies fluttering and talk to that golden-winged Semurg..."¹⁰

On that side of the gate, the boy sees a green tree with huge branches, which are invisible among the clouds. Every now and then a yellowing leaf falls from his branches and falls under his feet. The boy sees that there is an inscription on the leaf, on the surface of the leaf, which has yellow veins, is written "Son of Kholmuhammad Ziya".

Years pass, the boy grows up and becomes a father himself. But by this time the bed was small, and the ditch was buried. She encounters a miracle for the second time when she tries to pick cherries from the garden for her son.

"Among the cherry branches was the same mysterious garden. That's it! The lids are made of gold, the handles are made of pearls ... A young porter with a black beard was standing in front of the door, smiling at me. He knew me, and I knew him. He was gesturing and calling inside"¹¹.

The boy saw the flowers bloom and immediately open, a huge tree was rising near the gate, and the leaves were crumbling. I thought to myself, "Isn't this the bottom tree?" This time he saw his father's name written on a leaf that had fallen under my feet. When he returned home, he found out that his father had left the world, and he was terrified of the garden. When the protagonist of the story saw the garden for the third time, he was much older and his hair was gray. He senses a strange wisdom from this scene, but he can't get to the bottom. Now he sees that the doorman at the door also has white hair, that early autumn is beginning in the garden, and that the leaf that has fallen under his feet is inscribed with the name of a friend who grew up playing with him since childhood.

When he sees the Garden of Bliss for the fourth time, he sees two children throwing bread in a ditch not far away, and his childhood, his parents, his hot bread pass before his eyes. He said, "One of the boys saw me. He blinked in surprise and stared.

"Why are you crying, Grandpa?" He asked.

"Wow!" Why don't I cry, how can I not tell what happened to me? After all, I used to pour the bread that my mother covered in the ditch like you ... Well, I flowed like bread in this ditch!"¹²

The gist of the story is that it depicts four periods of human life. Hazrat Navoi also divided human life into four periods. The wisdom of the four-day world is also often repeated among the people. The writer reminds us that the transience of human life through symbols and metaphors, that it is impossible to reverse any moment, that everything, even people, is a deposit. These images, which are a synthesis of imagination and life, contemplation and imagination, life and death, death and eternity, lead to the conclusion that man must live as a human being.

CONCLUSIONS AND RECOMMENDATIONS

Thus, in our above analysis, we have studied that the historical roots (genesis) of artistic synthesis at the level of images in Uzbek literature go back to the ancient times of our literary heritage. We have scientifically proved that the image of Farhod in Alisher Navoi's epic "Farhod and Shirin" was chosen as the protagonist, which was not observed in the "Khamsa" created before Navoi.

In addition, Yusuf is an active figure in our literature, and we mentioned that he was mentioned in the Qur'an, Qissasi Rabguzi, Jami and Lutfi's epics Yusuf and Zulayha, and Goethe's Zulaykhanoma. We have compared the fact that our stories drink water from this historical root with the example of the stories of Ulugbek Hamdam and Isajon Sultan.

The examples show that the historical roots of artistic synthesis at the level of images in Uzbek literature can be a separate research topic.

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HARMONY OF POETIC FORM AND CONTENT IN THE POETRY OF ABDULLA ARIPOV

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ABSTRACT

The article examines the Turkic words used in the works of the poet Abdulla Aripov and their meaning. The analysis shows that the poet is a strong native speaker. It became known that the ancient words used in his poems were used with poetic skill.

KEYWORDS: *Native Language, National Spirit, History, Analysis, Interpretation, Poetic Mastery*

INTRODUCTION

The Uzbek language is as ancient as the history of our people and nation. Change and enrichment of the language, as a social phenomenon, over time and periods, is a natural phenomenon. The most ancient written monuments, samples of oral creativity are an example of our thoughts. Fiction is a socio-political process, spiritual and cultural development is a reflection of the history of the nation. By studying the works of a certain author, we also become aware of the atmosphere of that period, the vibrant folk language, traditions and customs.

Also, in the poetry of a prominent representative of Uzbek literature, Abdulla Aripov, one can notice that in the chanting of the ancient Motherland, it sometimes manifests itself in the use of ancient Turkic words.

The poet worked very effectively in the last years of his life. As a result of what he experienced over the years, confessions and objections, he deeply understood the philosophy of life and was able to find the strength to leave it to generations. Mental depression lay down on paper mainly in the form of triplets and a gazelle. The gazelle, called "Alp Ertung" is a reference to a person.

It is also permissible to remind the reader of the period of historical turning points in the civilization of mankind, if the classical art of poetry is formed by naming such historical figures as Alp Tunga, Tutankhamun. In this ghazal, the term "gavron" is found. This term has been preserved in some areas of Kashkadarya, Surkhandarya, Jizzakh regions. The term gavron is used mainly by shepherds. This is a red stick made of apricot wood, about one and a half meters, designed to drive the herd. The gavron should be the size of the length of the shepherd's shoulders.

We also find the word "indir" from ancient Turkic words.

In the dictionary of Alisher Navoi's works [1;274] it is said that the words indurulmak, indur come in two different meanings. The first is tall, steep; the second is curved. It is explained by examples that the word "indurmak" means to fall from top to bottom.

Navoi creates a highly poetic state by saying: - melodies struck by the skill of people, and even the planet Venus descended from heaven to them.

There is also an explanation of the lexeme in, which has examples of its use in two different contexts:

1. In- descend, fall from top to bottom.
2. Ying-curved.

Abdulla Oripov, like AlisherNavoi, managed to masterfully integrate this word into his poem, written in the modern Uzbek literary language.

He witnessed how the children of the people could bend heaven to earth, like the heroes of AlisherNavoi. The poet, with great regret, writes that such people sometimes become victims of lies and slander.

The poem skillfully uses the ancient Turkic version of the word tree. If the poet changed this word to tree, maple, poplar, then the content of the poem would be much narrower. That is, the reader could not understand the full meaning. Given the fact that the word "nihol" - a sprout is used in the meaning of the young generation, the word "ogoch" - a tree is most appropriate here.

The word "Do'ngmak" is found in the dialects of the ancient Turkic peoples - Bashkir, Uighur, Tatar, Azerbaijani, Turkish in the meaning - to freeze.[2;266] For example, water is a liquid substance, but in the cold it freezes and turns into a solid. Or, if the fat of the dish cools down, they say "to'ngladi", i.e. hardens, the word is still used today. In the poet's poem, this word is used in a figurative sense. That is, a dream - an event that takes place in the virtual-spiritual world of a lyrical hero, becomes a reality.

In the 611 page of the 3rd volume of the Explanatory Dictionary of Navoi's works, it is written that the word "ur" was used in the meaning of height, elevation. In the 4th part of the 19th page of the same source, information is given about the use of the word "kayo" in two different meanings: firstly, mountain means height, then secondly, "qiyo" means rock, edge, steepness, peak. In the 79th page of the 4th volume of the Explanatory Dictionary of the language of the works of AlisherNavoi, it is said that the word "qur" is used in the meaning of "build", "organize". The poet writes in a poem that the lyrical hero is accompanied by birds. In fiction, the image of a bird also expresses the concepts of freedom, independence, sincerity.

There are numerous examples of how ancient Turkic words were effectively used in the poet's work. For example, we meet the word "utrik" in Ghazali, which is called "Paido" - "appearance".

Netildanolabor-o'trik,

Neko'zdasoxtanampaydo. (Gazal. Paydo.)

In the 617-page of the 4th volume of the Explanatory Dictionary of the Language of AlisherNavoi's works, it is said that "y'truk" is used in the meaning of "lie", "lie". In the Gazelle, the poet addresses the Creator and acknowledges that mercy and compassion come only from Him alone. Only God knows the cry of lies in the hearts of a slave, false tears in the eyes.

Itobetma, qatoringda

Magar Abdulla ham paydo.

"Itob" is a term that is actively used in classical literature, which means ignorance, reproach, anger.

The poet sincerely wants to see himself among the true lovers of the Creator. When lovers begin to enter Paradise, when they see me in their ranks, they will ask me not to get angry and angry.

A series of Abdulla Aripov "Landscapes of Independence" occupies a special place in the work of the poet. In it, life during the years of Independence of our country, the rise is reflected in historical facts. Long before Independence is declared, the shepherd boy will accidentally take part in the "great assembly" of the "great circle". When he is given the floor, he speaks loudly about his dream of having trains go to remote areas. But he caused laughter in the hall of the "gathered people". But history soon made his dreams come true.

"Chevrul" - to turn, turn, rotate, was actively used in the lexicon of the ancient Turkic peoples. "If a delightful flower opens in your soul, then it will rotate over the flower garden, like an unstable Nightingale." [3;459]

In the 559-page of the 3rd volume of the Explanatory Dictionary of the language of the works of AlisherNavoi, the word "evrul" contains two different interpretations. 1. Evrul - rotate, turn. 2. Evrul - turn around, return.

Abdulla Aripov, firstly, skillfully used the words "rotate", "turn around" with the word "return", and in the second case, the words "chevril" and "evril" formed a kind of poetic melody by mutual rhyming. If these words were replaced by an active alternative in the modern language of Uzbek literature, then it would be a little difficult to absorb a lot of meaning into short lines.

The term "davan" is typical for the ancient Turkic, Uighur languages, and the verb "daba" means "crossing the mountain", "mountain road". The word "davan" is also found in the history of our ancient statehood as a toponym.

Yul kengaysaodam ham

Undanulguolgaydir.

The word "ulgu" is still used in folk colloquial speech, in some dialects and is used in the sense - an example, a sample. Sometimes it seems that the human soul, looking at the wide distances, also expands, increases and rises.

Therefore, a person often longs for mountains, hills and expanses. But the caprice and irritability of malevolent people will not dispel even before such greatness, the soul will not brighten.

"Injimoq" - resentment, chagrin. In his poem "Forgive," the poet often refers to the condescension and mercy of Allah, no matter how sinful his servants may be.

In the dictionary of Navoi's works, examples show that "yozg'urmoq" means to accuse, to consider a sinner, to complain behind one's back.

The poet is very sorry that the ideas of good and evil among people are deteriorating. In fact, among the values of our people there are a number of examples that neighbors should live in harmony and friendship. The rights of neighbors to each other are repeatedly mentioned in sacred sources.

No one can deny the fact that the scales of justice work correctly and accurately, in the same way that solid ice can resist the sun. Everyone equally wants to be among the acceptable servants of

the Creator. However, overcoming a selfish and arrogant attitude requires a very strong spiritual upbringing.

In the poetry of the poet there are many poems dedicated to our native language. In the following passages one can see the skilful use of ancient Turkic words.

Firstly, ancient Turkic words were skillfully used in modern Uzbek poetry. Secondly, according to the analysis of poems, the reader feels the need to search for the meanings of ancient words and strives to find them. And this will serve to further enrich his ideas about our native language. Poems of the poet thus can become an accessible source for scientific research.

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HERBALISM AND LINGUOPOETIC PARADIGM

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ABSTRACT

The article shows the bases of analysis of etymological aspects of dictionary units widely used in samples of Uzbek classical literature in the method of gerbarism. The word is the only source of meaning and completion for mankind to open the world, discover it and discover its colorful paradigmatic possibilities.

KEYWORDS: Architect, Archbishop, Archbishop, Archetype, Etymology, Herbarism, Herb.

INTRODUCTION

In sillogism, which is based on the germenetic method, it is emphasized that qatma-rigidity of the world, all processes. In idealism, being an idealistic doctrine of philosophy, the idea lies on the basis of being. But the idea is-the word means. The word is the only source of meaning and completion for mankind to open the world, discover it and discover its colorful paradigmatic possibilities. We discover our existence through the word. In the religious literature it is emphasized that God said one word in the creation of the world: "be". In science, the dispute between artists and physicists is actually connected with the solution of this problem.

In history, there are such facts that it will be possible to reveal the meaning and essence of the whole text through one word. Now, if we recognize the phenomenology of the text, then the whole being consists of the text. So, as long as the being is created by certain rules, it means that it is not chaos. The phenomenology of the text puts us in the problem of studying the parts of the text, its main core or its composition, when it comes to studying the parts of the text. The laying of the problem in itself opens the way for the perception of new areas. In particular, one of such areas is called gerbarism.

The verb gerbari, which stands on the basis of the term "gerbarism", is described in dictionaries as follows: [lot.herbarium < herba lawn, Plant] - 1) a collection of collected and dried plants for systematic study; 2) the name of the organization in which the collection is stored and collected dried plants and transmitted them to scientific processing. Let's focus on the term "coat of arms", which lies on the basis of this word. The emblem is now used in high-level meetings or publications as a symbol of any state or dynasty.

The manifestation of the coat of arms indicates the participation of a representative of a state with a coat of arms in that place. Through sillogism in this place, we will be able to understand the whole country or the whole people behind it through the participation of one person or another coat of arms. Gerbarism, made from the term "coat of arms", also carries out by means of phonetic, lexical-semantic analysis of its branches formed over the centuries, the grammatic paradigms between them, the significance of which lies on the basis of a predicate, a sign.

This term was first introduced into the occupation by Shleyermacher in science. He proposed to use the method of gerbarism in the creation of the initial meaning of which the words and concepts received in the genesis, in order to analyze the text in the grammatical aspect .

Proceeding from the above Fakt, it is said that in the language there is such a word-character that their utterance, invasion itself allows all the main thoughts, ideas and in general all the fakts related to the history of mankind to be remembered and analyzed in one moment-in one place, at the same time, more precisely by embodying them, create a huge On the basis of their analysis, the method of gerbarism lies. Gerbarism is a science that is aimed at determining the initial or etymological meanings of a word that reflects the state in which the text creates its main meaning or main essence.

¹ Словарь иностранных слов – Москва: Русский язык. 1983 стр.121.

¹ Шлейермахер Ф. Герменевтика. Перевод с немецкого А.Л. Вольского.- СПб. «ЕвропейскийДом». 2004.-242с.

In science there are such terms as" archilexema"," archipelago"," archisema"," archetype". Their task is to reflect the ancient, as can be said, Words and concepts that served as Genesis in the mental development of mankind. In the era of its scientific significance, gerbarism has served to establish or formulate the significance of such concepts, which are considered primary for their humanity, for its mental development, in order to determine the most elementary meaning-essence of such word concepts.

The method of gerbarism is a very important archetype in philology, or a method of forming its semantic content by restoring the phonetic or morpheme composition of ancient words, in which the whole-headed text behind the word or word is first formed by itself, and if it remains, then the restoration of the existence of the whole-headed concepts formed by that Despite the fact that we have separately mentioned in the Symbol – Symbol section in this regard, there is also a need for special consideration in this place. In order to fully determine the difference between the taiga symbol and gerbarism. Zero symbols or symbolic words in the language as symbols originally appeared in the style of hieroglyphs. To create some concepts, character-hieroglyphs are created. They were later raised to the level of reflection of the whole-headed concepts. In particular, the coat-of-arms remained a state concept as a symbol of the state.

Such a concept, formed through the term" coat of arms", also emphasizes the etymological meaning of the term herbarism. In particular, a word or occupation creates a ground for understanding the whole-headed reality behind it. Such words are associated with the days of the first conscious life of mankind, can be used in different phonetics and semantic aspect during centuries and eras, but retain the main facets of its initial form and meaning. And we, through those edges, restore its initial variant, and also form the basis for the restoration of ideas, thoughts and generally historical reality, more precisely, the divinity in it, in that word, in the concept of the whole-headed text, which opens through it.

Interpretation, wording of samples of gerbarism in the composition of classical literature - this means understanding the spirit of that time, entering the spiritual environment of that time, this means. Gerbarism again consists in the creation of large or small forms of spiritual proobraz, prototypes of people of that time, who were gerbarized in the archetypes of the composition of the work.

In the composition of the artistic text all the richness of meaning and form of language and imagination is reflected, the perception and understanding of them constitute a peculiar system of linguistic paradigms in the language. The process of understanding and interpretation specific to the herbarism contained in the germetetic method acts as a key to their full appropriation. An example of artistic literature serves not only to draw the attention of the author, reflected through the language, but also to determine through them the specific features of the author and his ERA. Possession of the process of meaning formation of the text is the most important phenomenon in its understanding and perception.

The word acts as a lexical-semantic tool in the process of expression of its form and content, as well as creates an understanding. Concepts are the main signs of the existence. The chemistry of the whole being consists of concepts. In this place, I used the word chemistry as a consequence of the possibilities of naming and interpreting the forms of existence through its development in the phonetic composition of the word. However, if the composition of substances is the basis for innovation in chemistry, then their composition in sound will be the basis of a new word and concept. Below we refer to this method of restoring the etymological meaning of some lexical-semantic means.

When it comes to studying the composition of the text in gerbarism, and in its analysis, we should emphasize the classification as follows::

1. Phonetic gerbarisms: a word or other lingvopoetic means by which the grammatic edges are determined by restoring the composition of the sound.
2. Morphological herbarisms: linguistic means aimed at restoring the initial meaning of the word, consequently, its primary essence, by restoring the changes that have arisen in the osha of the periods in the morpheme composition of the word.
3. Lexical-semantic gerbarisms: after the above two cases formulate the word, the landscape of its holistic form is formed, that is, its own form is created by the word itself: by the way, the word language is the creator of the main, meaning and meaning of the composition of the dictionary, that is, the lexical-semantic scheme of the word is formed . It is also a phenomenon that can formulate a system of meanings and create all the possibilities of the word through the text. Any language is first and foremost manifested in the word medium, through which it informs the existence of its inner and outer world.

Let's focus on the analysis of the gerbarism of the words "Baba", "momo" in the current Turkic languages. Aslan is characterized by the fact that this word is derived from the only word "ababaka", which is considered in the names of Adam. In this place, by analyzing the sound composition of words in a germ-style way, we can get interesting information. In particular, the gerundive analysis of the words "Baba" and "momo" in the current Uzbek language indicates that they are the basis for the most ancient concept in the history of mankind – the concept of "creator". In this regard, the semantic paradigm of the words "Volid" or "roditeli" in the Russian language in Arabic in this sense also confirms the above opinion. Zero means they also basically the same.

Also the primary original form of words used in different Turkic languages in such forms as momo, ana, Anna, Ana were different phonetic variants of Baba, mama, aba etc. "Aba" is originally derived from "Baba", a word used in relation to a man by land. In particular, the phrase "apa Targan "in the word" Kultegin " was used in relation to the husband. It turns out that

the APA is a word with aba. In addition, as a result of the transition of the sound "B" to "p", "m" or another sound in other languages, the origin of the Padar-modar in Russian from "Baba" to "Papa", "momo" or in Iranian languages, the origin of the fazer-mazer in English, based on our opinion above, their phonetic variation is no more semantic – stylistic. However, through such an analysis of gerbarism, we can determine the etymological sources of many words.

"Baba" is actually in the form of Ababa, and during the passage of periods he created phonetic paradigms such as Baba, aba, grandmother, bova, Bava. In this place, the original "Baba" of "Baba", the original "mama" of "momo" is also a phonetic variant of The Lion "Ababa", the result of a wide-ranging labialization in Turkic languages. In particular, in Russian it is clear that the words "Papa", "mama" in the meaning of "father", "mother" are directly the phonetic and semantic Kalka of grandfather-Momo. Modern Turkic languages, for example, in the Uzbek language, a number of phonetic variants of this word, such as aba, Baba, oba, grandmother, bova, grandfather, sister, mother, ena, ana, are used as the name of a close relative.

As for the "brother" part in Ababa, it is distinguished by such forms as brother, oka, oko. Here is another word that has grown from such a circle, this is "Tata". Tata was reflected in ancient Turkic sources in such variants as tatar, tartar, totor.

The phonetic and semantic development of this word in Russian and other languages also gives interesting information. It remains to be seen that the words "Ada", "ata", "grandmother", "Papa", which grew up from it in the sense of "father" and "grandfather", "momo", are also not far from the above lexical-semantic variations. To us in this regard, again, their various varasies, such as "otes", "dyadya", "tyotyа", meaning close kinship in the Russian language, can also be evidence of our opinion. In other languages in the Indo-European family of languages, the presence of such varasies as padar-modar, fazer-mazer in the meaning of "parent" is able to provide material for us to create more important archetypes in the context of the analysis of the word herbarism, which means close kinship in Turkic languages.

The most interesting is that such lexical-semantic tools perfectly understand a number of poetic communications, when used in the active vocabulary of Uzbek classical literature, determine their role and importance in the development of national consciousness in the characteristics of the text. Gerbarisms impart the modern reader to the lingvoprismatic environment of the period in which the work was written, the reader creates a linguistic environment of the period, a congeniality with the mentality of the period. Creates an opportunity to closely understand the spiritual spirit of the world-wide phenomena that have settled the fate of mankind.

Below we will try to determine how their full – fledged understanding of the meaning and essence of the poet's lyrics has helped to carry out a germ analysis of words reflected in the language of Muhammad Shabani, which occupies a special place in the development of the Uzbek literary language and, consequently, in the linguistic development of Uzbek literature.

In particular, it is known from historical sources that in one of the millennia before BC in the northern countries of present-day China there was an empire of dwarfs of different peoples. The true history of this empire has not yet been sufficiently studied. But a number of sources indicate that the juveniles were originally representatives of peoples who were expelled from their homeland or who were made up of people who fled from compression and oppression. In particular, the dostani of Hamid Alimjan "Aygul and Bakhtiyar" was created on the basis of "Malikai Husniabad", which is actually one of the Uzbek folk tales, where he went to Aygul and

Bakhtiyar Jurjon country, where he escaped from the oppression and oppression like himself, he finds his happiness under the siege of the oppressed. "Jurjon" is known to us from this history was the local language of the Zhukhen Empire. This resource gives us the basis for obtaining information on the sovereignty of the Turkic peoples in the Zhuzhan Empire.

It is noted again that the Zhukhen Empire became a very large power in its time and threatened the surrounding countries. The Chinese, who were afraid of the attack and invasion of the dwarves, created the Great Chinese wall. This is history – but on the basis of this history lies the etymology of one important term-which we define by herbarism.

When the etymological aspects of the word "Jiji", widely used in the present Uzbek dialects, are studied by the method of gerbarism, it becomes known that this word is not only Turkish or Altaic, but also one of the oldest occupations in the history of mankind.

Abulgazi brings a piece of information in his work "Shajarai Turk". He writes that Genghis Khan's wife goes on a Genghis Khan's journey at the time when she is pregnant with her, at that time the captain of another Mongol tribe, who was hostile to her, invaded and demanded her property, adding all the women of Genghis Khan will take away. It turns out that the head of a third tribe, previously close to the father of Genghis Khan, falls to the middle, which persuades the head of the tribe of Hali to return his wife, who was a child of Genghis Khan in the winter. When they come on the road, chicks are born. Genghis Khan turns out to be a bishop to meet his son, and takes into his hands the son, who has come to the bath, and says, "he has come," "he has come." Abulgazi continuedtirib writes: "The Meaning of the theme "chick" in Mongolian will be" guest", - he says.

From this information it becomes known that "chick" is actually a noun derived from a word in the meaning of "guest". Now different phonetic variations of this word in Turkic languages complement the active or dialectal lexical line in such meanings as "child", "young man", "baby". For example, if the Uzbek language is used to pamper young children in the form of a "child", then in Bashkir language in general, the concept in the meaning of "child", "young man" is derived from the word "chick", and in the Turkish language the concept of the same meaning is derived from the word "Chick".

The ceremony, which is considered one of the important elements of the current Uzbek Ethnology, is a celebration of the birth of a baby, when a person comes to the House, says to his owners: "Blessed are the guests." The same is explained by the fact that the Mongolian in the composition of "Jiji" is still preserved the meaning of "guest". But in fact, the invasion of "dzhujan", based on the name of the Empire, comes from the Chinese word "Juan-Juan" – "uninvited guest", with the old meaning of the Mongolian language comes to sleep. "Chick" in the meaning of "uninvited guest" is also used in folklore, in the folk language to calm young children now with the forms "chick came" – "Boji came".

Shabani's lyrical heritage can be called the first example of Uzbek postmodernism. After all, it is precisely in his work that initially the deconstruction of the Gazal genre, that is, the violation of the strict norms of Gazal, is observed. Consequently, the introduction of new artistic constructions is observed, in contrast to the words and word combinations in which the composition of gazelles first became clichés. They change the classical form of gazelletirib, bringing it closer to the Turkish finger. It opens the way for gazelles to acquire a new form and

meaning during the traditions of finger weight. Such creative innovation will be continued later by a number of representatives of Uzbek literature.

We can call the masnawites of Furqat about enlightenment as an example of such an experience, Avaz kechar has achieved much success in this regard with his works such as "language", Zehvi asa, "ahli rasta hajvi". It can be said that the creative novelist Habibiy, Erkin Vohidov, Abdulla Oripov, who was used by Muhammad Shabani in Uzbek literature of the 20th century, brought a new breath to the development of the Gazal genre as an example of the creative heritage of the people.

Linguistic means in Uzbek classical literature, the renewal of literary clichés in form and content during the development of language dictionary content is a natural process. As for the analysis of gerbarism, such a process will be a theoretical foundation in our correct assessment of the factors of the development of artistic speech by observing it in a synchronous and diachron aspect.

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PERFECTION OF AESTHETIC IDEALS (ILLUSTRATED THROUGH THE EXAMPLE OF SHIREEN'S IMAGE)

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ABSTRACT

This article briefly examines the genesis of Shireen's image, which has become the image of an aesthetic ideal heroine not only in Uzbek classical literature, but also in Persian, Azerbaijani and Turkic literature. The poets of all time did not share the image of Shireen. The article collected the opinions of many literary scholars about the image of Shireen created by such poets as Firdowsi, Nizami, Dehlavi, Navoi, and its development in the transition from epics to epics. It is a question of the etymology of the word Shireen, its historical origin, and lastly, that this image became more refined from year to year, from century to century, from people to people, which has attained the poetic perfection from the usual historical and passive image of the woman, acquiring the embodiment of divine beauty, as well as the socio-political activity of women in it. This implies that the image of Shireen created by Alisher Navoi is a symbol of such perfection and divine love.

KEYWORDS: *Hamsa, Firdowsi, Nizami, Dehlavi, Navoi, Arifardabeli, Sura, Sira, Shir, Love, Faithfulness, Perfection, Divine Incarnation.*

INTRODUCTION

One of the symbols that played an important role in the development and enrichment of literary ties between the peoples of the East is the image of Shireen. This image is the main hero in the history of Eastern literature: in "Khusrav and Shireen" by the great Azerbaijani poet Nizami Ganjavi, "Shireen and Khusrav" by the Persian poet Khusrav Dehlavi, who was originally from Shahrisabz, "Farhod and Shireen" by the founder of Uzbek classical literature Alisher Navoi. In particular, both in the period from Khusrav Dehlavi to Alisher Navoi, between 1302 and 1483, and even to this day creating a series of five epics is continued.

Oriental studies and literary studies have accumulated a great experience of studying Khusrav, Farhod and Shireen. These major works include the works of Czech scientist H.V. Duda, Azerbaijani scientist G. Aliyev, Russian scientists E. Bertels, K. Traver, Uzbek literary critic S. Erkinov and others. As the literary critic Nathan Mallayev notes, "Research shows that the roots of "Khusrav and Shireen" or "Farhod and Shireen" ("Farhodnoma" by Arif Ardabili) rest on the history, on the one hand, and on the folklore tradition, on the other".

In written literature, AbulkosimFirdowsi first created the dastan of Khusrav and Shireen. It is noteworthy that the images of Khusrav and Shireen in «Shahnameh» are depicted from a historical point of view.

First of all, speaking about the etymology of the name of Shireen, it is worth to cite the following opinion of Professor K.Traver: “The words of Sura and Sira, denoting water in ‘Avesto’, are close to the word of Shireen. If the word Sura means water, can’t we possibly see the mythological image of Ardisura, which was in the early stages of development, in the beautiful image of Shireen”, - writes the scientist¹. There is ample evidence to support this view of K.Traver. The name Shireen of the wife of KhusravParvezis also found in ancient historical writings not only in the form of Shireen, but also in the form of the Sira. Gibbon, author of many works on Iranian history, also called Shireen as Sira. This suggests that Ardisurawas calledas Sura or Sira, until it took the form of Shireen. One reason why Traver came to this conclusion is that Shireen has been portrayed throughout history as a water defender, a water hero.

G.Aliyev says that Shireen means ‘taste’ if otherwise it does not stand for a changed form of another word. There are also opinions that Shireen has the meaning of ‘milk’, which comes from the word ‘sheer’ that stands for milk in Persian².

A number of studies on Eastern literature claim that Shireen was a historical figure. Shireen, known in the history, lived in the late 6th and early 7th centuries. The question of her nationality and place of birth is not resolved. The first information about Shireen can be found in the book “History” of the Byzantine historian Theophylact Simocatta. According to the scientist, Shireen was a Roman Christian³. In the «Anonymous Chronicles of Syria» Shireen is described as an Aramean. The book tells the story of KhusravParvez, who had two Christian wives, Shireen an Aramean and Maryam a Roman. The fact that Shireen is called an Armenian girl or, according to the folk etymology of Shireen, that she is called an Iranian girl, is very common in studies about Khusrav and Shireen. In legends created in Central Asia, Shireen is mentioned as the daughter of the Khorezmshah.

There is also disagreement about Shireen’s homeland. According to Simocatta, Sira (Shireen) is a Roman Christian. Khusrav breaks with the Shah tradition and marries a Christian girl. It is a source of disappointment for the palace. A year later only, Shireen is recognized as Princess of the Palace. Sebeos describes Shireen as a Christian girl and her country as Khuzestan (Sogdiana) in the chapter “On the nobility of Princess Shireen, wife of King Khusrav”, dedicated to the kingdom of Parvez. According to Syrian sources, Sira (Shireen) is from Iran. This source mentions another wife of Khusrov, Maryam (who is also a Christian). According to E.Bertels: “The source is not really ‘Aramaic’, but ‘Armenian’. In this case, it becomes clear why the Middle Eastern traditions consider Shireen ‘Armenian’, Sebeos says.

At all times, the attitude of the poets to Khusrav’s wife was dissimilar. Although Nizamulmulk, the vizier, who ruled in the eleventh century, described the adventures of Khusrav and Shireen as a famous story, in his book “Siyasatnoma” he looked at Shireen from a negative point of view: “Khusrav loved Shireen so much that he even gave her the power over the state. He was ready to do whatever she wanted. But Shireen fell into an obscene state and fell in love with Farhod under a king like Khusrav”. Court poets looked at Shireen with irony, ridicule, and even hatred. But such casual relationships could not destroy Shireen’s tradition. Shireen’s image is portrayed as a faithful companion in both spoken and written literature.

Azerbaijani researcher SaodatShikhieva presented her report to the scientific community in 2021: “Shireen is proud of her Turkic continuity. Based on the work of Nizami“Khusrav and Shireen”. This article gives us a brief overview of the genesis of the image of Shireen. According to the article, in many places the epic “Khusrav and Shireen” poet Nizami pays attention to the national origin of Shireen, sometimes openly, and sometimes using sign language. One of them is the nomadic way of life of the Armenian Shireen, which has so far eluded the attention of researchers, both the way of life of the inhabitants of the area ruled by Nizami’s main heroine - Shireen’s aunt, and Shireen’s life are described in accordance with the life of nomadic Turks. In fact, the pride of belong to Turkic people in an epic is reflected not only in Mehinbonu’s speech, but also in Shireen’s expressions. It is interesting that Nizami does not admit an analogy to the word «Turki», which he uses in connection with Shireen. In the chapter «Shireen answersKhusrav» Shireen says that «there is no Turkic girl who does not know flirting», «there is a Turkic man who hunts with the heart», «eyes like the overcast Turk» and «I am not a Turkic girl who does not know Arabic». It seems that Nizami managed to create a systematic picture of the Turkic origin of Shireen. This aspect confirms that the poet impressed the reader with the Turkic belonging of his heroine through every detail connected with her (words of kinship, friendship, respect, appearance, lifestyle, etc.⁵).

When we read the works of Firdowsi and Nizami, Dehlavi and Navoi, we do not always think about how contemporaries of the distant past understood the legacy of these geniuses. The time lapse is 5 to 10 centuries. At present, we may sometimes find it difficult to understand and analyze these works and their protagonists. Since surely, there is a difference between modern and classical poetry, between modern heroes and medieval aesthetic ideals. But no matter how long it takes, the heroes who embody love, loyalty, patriotism, courage, knowledge and wisdom created by our poets will live forever.

When we talk about the image of Shireen created by AlisherNavoi, we see that she is a very beautiful, morally perfect, true hero of true human love. What mattered to Shireen was true humanity, not a kingdom and royal bloodline. Shireen is a girl in love with someone with the highest human qualities. Farhad was such a noble man. Shireen is worthy of Farhad, the symbol of perfection. When Shireen learns of Farhad’s death, she reveals her devotion to her love and bids her life away, sleeping forever.

AlisherNavoi was closely acquainted with the historical and legendary sources and traditions of Shireen. This is evidenced, in particular, by the information in “TarikhimulukiAzham” (“History of property of Azham”). Along with the use of traditional knowledge, legends and myths, Navoi also departs from the traditional Shireen through a new idea-aesthetic essence of the epic, conception, event series and images. His Shireen is very different not only from legends and myths, but also from the traditional image of Shireen in Hamsa. She is not a bride, nor the wife of Khusrav, but a beloved one of hard-working and strong Farhod, she is not just the initiator of a “canal” (this would greatly limit the spiritual world of Shireen), but she is one of the initiators of «Nahrul-hayat» and «Bahr un-najot» which brought «life» and «rescue» to the people. (Many folk legends also link Shireen’s activities with water, the opening of a canal). Shireen is like a wonderful, courageous and intelligent girl in folk epics. Shireen’s image by Navoi and by ArifArdabili is more closely related. Whether or not Navoi is familiar with the epic of ArifArdabili, this suggests that new works, different from the old traditional legends and myths of Shireen have appeared, and Navoi, and ArifArdabili were inspired by them.

The name Shireen is associated with many legends and myths. One of the traditions of folk art is the hero's connection with his country. According to this tradition, Shireen is depicted in folklore belonging to different nations, a number of villages, buildings, streams, springs, etc. are named after her. But attempts to reconstruct the "history" of Shireen on the basis of these terms would, of course, be useless. That's because Shireen has already crossed the line from the personality to the image, the symbol of beauty, loyalty, intelligence, the embodiment of popular folk ideas and dreams about water. According to Navoi, the perfect love between Farhad and Shireen had not yet been seen. Shireen's image was perfected, as was Farhad's.

In conclusion, we note that the image of Shireen is one of the most popular images in the Eastern literature of the Middle Ages, and this image, year after year, from century to century, from nation to nation, was increasingly refined and poetically improved. Shireen, who is considered a historical figure, has reached the level of divine incarnation from the symbol of sublime love. The image of Shireen created by Alisher Navoi is a symbol of such perfection and divine love.

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SOME COMMENTS ON THE METHODOLOGY OF TEACHING THE TAJIK LANGUAGE IN PRIMARY SCHOOL

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ABSTRACT

Methodology of the Tajik language is a subject that provides information about the different methods, techniques, ways and approaches to teaching the native language. It necessarily relies on the theoretical and practical foundations of linguistics. And, first of all, it is aimed at the national upbringing of the younger generation and, on this basis, the formation of the foundations of a perfect human being. The methods of studying each chapter of the plan clearly show the connection and clearly define the nature of the individual components of each chapter of the Tajik grammar. That is why language is known as a means of communication between people. It is noted that language is a means of communication, the existence of relationships in production. Thus, one of the main tasks and objectives of the language methodology course is to teach the teacher how to teach each chapter of the mother tongue plan and to provide practical assistance to his work in the field of education and upbringing of children. They acquire basic skills in ethics, work and life of society, attitude to the environment, information about nature, and, of course, their thinking and worldview develops. Hence, students of Tajik schools learn in their native language, the modern Tajik literary language, as it is the language of the Tajik nation and is one of the cultural forms of the Tajik people and an indicator of its long history.

KEYWORDS: Science, Language, Education, Skills, Society, Heroism, Courage,, Method, Specialist, Patriotism

INTRODUCTION

The methodology of teaching the Tajik language is based on the "State Standard of Education" and new methods of teaching the subject in order to ensure the connection of school students with parents and life in general. This should teach students the most important methods and techniques of teaching literacy, reading, grammar, spelling, handwriting and speech development, making the learning process easier and their quality better. In case of proper organization of educational requirements, as well as the use of various methods adopted by specialists in the field and the organization of classes in a good way, students will acquire the necessary literacy, knowledge, skills and abilities. They acquire basic skills in ethics, work and life of society, attitude to the environment, information about nature, and, of course, their thinking and worldview develops.

Language is a constant companion of human society. That is why language is known as a means of communication between people. It is noted that language is a means of communication, the existence of relationships in production. Therefore, the history of language is inextricably linked with the history of the development of human society, and it is impossible to separate them from each other. That is, there is no language without a society and a society without a language. Therefore, the development and formation of language and in this process the change and improvement of its grammatical structure and its development are closely linked with the development of the structure of human society. Each language has evolved over time and influenced the history of nations. That is, along with the development of society, language also changes its development factors. In short, language keeps pace with the times. Hence, students of Tajik schools learn in their native language, the modern Tajik literary language, as it is the language of the Tajik nation and is one of the cultural forms of the Tajik people and an indicator of its long history.

First of all, the Tajik language teacher of primary school should give students a brief overview of the history of the language and its relationship with society. And it is even necessary to place this meaning in the minds of students from the beginning of the primary school, because it is very useful to place the ideology of self-knowledge, which is formed with the passage of age, in the purity of students' thinking.

In the process of learning the Tajik language, we teach students not only the language of modern works, but also the works of classical literature, created for the education of future generations, as well as the best examples of modern Tajik literary language and the basis for the development of literary language. . In the same way, in the examples of biblical speech, both in the classics and in the works of modern Tajik writers, a sense of patriotism, heroism, courage, bravery, humanism, diligence, good manners, advice, etc. are expressed, and all this is reflected in the language.

It is necessary for primary school teachers to organize education in such a way that from the very beginning students acquire systematic knowledge and strong language skills, the basics of language, its relationship with society, the main means of communication, its importance. and the need to explore that imagination. And first of all, love and affection should be formed for it.

In the primary grades, the Tajik language syllabus includes the following chapters:

- 1) Literacy,
- 2) Calligraphy,
- 3) Reading and speech development,
- 4) Grammar, spelling and speech development should be borne in mind that all these chapters are closely interrelated and complement each other, and the written work of students is carried out in connection with these chapters. The methodology of the Tajik language plays a key role in the implementation of the teaching of these chapters of the above plan, as it focuses on the teaching of literacy, grammar, reading, from easy to difficult, from simple to complex and from concrete and concrete concepts to abstract understanding. Spelling and speech development. The methods of studying each chapter of the plan clearly show the connection and clearly define the nature of the individual components of each chapter of the Tajik grammar.

Thus, one of the main tasks and objectives of the language methodology course is to teach the teacher how to teach each chapter of the mother tongue plan and to provide practical assistance to his work in the field of education and upbringing of children. That is, to ensure the operation of the mother tongue. Another task of the language methodology is to facilitate the teacher in any way and methodical presentation of this or that grammar topic to the class. In the current situation, which is the period of technical development, the use of technical means in the teaching process is also important. From this point of view, the student of the school is obliged to master the methodology and to study all aspects and to acquire the necessary skills and knowledge to apply it in practice.

It should be noted that the work of a teacher can not proceed only by knowing the methods and techniques. First of all, he must have a good knowledge of grammar, phonetics, vocabulary, spelling and structure of the language, have a complete knowledge of the history and theory of literature and language. Primary school teachers should have an idea of the structure, content of textbooks for grades I-IV and its curriculum, be able to differentiate the way textbooks are distributed and the plan provided by the Ministry of Education.

All the types of operations and methods that the methodology of the Tajik language offers to the teacher, it becomes clear to him only if he has mastered the language, taking into account the basics mentioned earlier.

Can we understand what the Tajik language teaching methodology gives to young teachers who are just starting their pedagogical work?

1. Learns different ways and methods of organizing the Tajik language lessons.
2. Prevents the teacher from ineffective and useless and unnecessary actions and searches, and provides a systematic approach to teaching the Tajik language on the basis of the plan according to the age of students.
3. In the process of teaching, it does not allow any arbitrariness, any controversial issues, personal opinions that are not scientifically proven, protects the teacher from such situations, and teaches each chapter only on a scientific basis. Recommend the plan to her and help her with her creative, pedagogical work.
4. Notes any new achievements in the field of language teaching in schools and arises from best practices, and comprehensively trains new teachers by disseminating the experience of the best schools.
5. Expresses requests, skills, opinions and experiences of the most advanced pedagogues and methodologists of the past and shows ways to use them.
6. Learns the methods and techniques of choosing texts, using textbooks and ways to organize language lessons with visual aids, especially technical. The science of methodology clearly shows the history of methods of teaching literacy, grammar, its status in the past, its origin and development, its successes and shortcomings. That is why teachers of the native language need to use the positive heritage of the heritage and methodological archives and pedagogical ideas of the past, not to repeat the methodological mistakes of the past, to learn from the best schools and the skills of specialists in the field. use the language regularly.

The methodology of the Tajik language is divided into the following parts:

1. Introduction.
2. Literacy methods.
3. The method of learning calligraphy and rewriting.
4. Reading methods (in class and out of class).
5. Methods of teaching grammar and spelling.
6. Methods of oral, written and oral development.
7. Incorporate the Tajik language lesson into the plan.
8. Methods of teaching the Tajik language in two-grade classes.

Theoretical bases of methodology of the Tajik language

The methodology of the native language is related not only to linguistics, pedagogy and didactics, but also to the science of psychology. During the teaching of the Tajik language in primary schools, the teacher meets with students aged 7-12. The mentality of young school students is very different from that of older school students, and especially adults. For this reason, in order to properly organize the teaching of the Tajik language, it is necessary to study and take into account the psychological characteristics of young learners. That is, their understanding and worldview must be respected. The age of seven is the period of transition from childhood to school age, both in terms of mental development and physical development. During this period, the child becomes knowledgeable about the environment, which first of all consists of curious attempts to understand everything and events. It is during this period that the skills and abilities of primary school teachers play an important role. The famous Russian pedagogue V. Ushinsky said: "A child is a mirror, it is very dull and only a teacher can work hard to polish this delicate mirror".

It should be noted that students at this age are more inclined to play. In today's world, which is at the height of technology, the guy already likes to use a lot of technical games. On the other hand, during this period, children are often tired, their observations are not yet clear and outstanding, and their speech is not very developed, because the vocabulary of their knowledge is very limited. The teacher needs to organize the lessons in such a way that the lesson-play process is organized in such a way that this process also promotes the development of the child's coherent speech. It is necessary to use recreational moments in the process of lessons, that is, to create conditions for them to relax their thought process.

According to the achievements and recommendations of medical sciences, children's anatomy, physiology, psychology, pedagogy, the classification of young children's age has been adopted at a slow pace. The description of children's age periods is divided into the following parts:

1. Childhood (from birth to one year);
2. The post-childhood period - from one to three years;
3. The age of pre-school education - from three to six years;
4. Young schoolchildren - from 6-7 years to 11-12 years;
5. Middle school students - from 12 to 15-16 years old;

6. Older students of school age - from 16 to 18 years.

The anatomical, physiological, and mental characteristics that are specific to a particular age are called age characteristics.

The basis of the Tajik language is divided into four parts:

1. Phonetics
2. Morphology (parts of speech)
3. Syntax (including members)
4. Lexicology (lexicology)

In conclusion, it should be noted that every teacher of the native language of primary school should be fully aware of the theoretical foundations of the methodology of the Tajik language. In particular, if we want to explain more simply and simply, the teacher of the Tajik language of primary school should know his age, the level of mastery of students and organize his work in accordance with the methodological cycles. As mentioned above, according to the experts of this field, we have made some references. It is time for the teacher to form in the fresh memories of the kindergarten of the native language the basics of linguistics, nationalism, patriotism, patriotism, science and all the signs of humanism and humanism. Because the poet said about it both with satisfaction and taking into account the scientific basis:

Let each one speak in his own language,

Make it easy to know several languages.

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SPEECH ART AND SPEECH CULTURE

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ABSTRACT

Public speaking (oratory) mostly focuses on the content, logical principles, and structure of the speech. At the same time, it teaches ways to create accurate, effective speech based on theoretical knowledge gained from disciplines such as linguistics, philosophy, and logics. Speech culture as a field of linguistics discusses literary language norms, speech, and communicative qualities of speech, speech styles, possible shortcomings and errors in speech, problems with speech pronunciation.

KEYWORDS: *Speech, Speech Culture, Oratory, Speech Styles, Communicative Qualities Of Speech, Intonation, Gradation, Gesture.*

INTRODUCTION

It is clear that one of the significant symbols of any state's independence is that having state language. Considering Uzbek language as a state language and the introduction of the law on the state language became the basis of our independence. Thanks to independence, the status of the Uzbek language has been further restored, and great opportunities have been created for its application in all spheres of social life. So, the implementation of the law "On the state language" in all spheres is being consistently promoted, large-scale work is being done. Speech culture and public speaking have been included in the curricula of higher educational institutions based on their specialties. Teaching such kinds of subjects as "Teacher's speech culture" in pedagogical universities, "Lawyer's speech culture" in law schools, "Economist's speech culture" in the sphere of finance, "National Art and Design", "Oratory" in art and culture institutes. Can be an example for this. The teaching of these subjects plays an important role in ensuring perfect, skilled and, at the same time, competitive professionals to find their place in society.

Nowadays there are people who see the art of oratory and the culture of speech as the same concept. It should not be forgotten that the sciences that represent these two concepts are very close to each other, while one is complementary to the other, but a different discipline. The art of oratory is basically an oral form of speech. Speech culture, on the other hand, is a concept that applies to both oral and written forms of speech. Oratory involves conveying, explaining, influencing, and mobilizing people for a specific purpose through speech. The speaker's speech will be intended for a large audience that is to a wide audience. Oratory mostly focuses on the content, logical principles, and structure of the speech. At the same time, it teaches ways to create accurate, effective speech based on theoretical knowledge gained from disciplines such as linguistics, philosophy, and logics.

Speech culture, on the other hand, discusses cultural speech as a field of linguistics, literary language norms, speech, and communicative qualities of speech, speech styles, possible shortcomings and errors in speech, problems with speech pronunciation. First of all, it requires that the speech should be clear, fluent, logically correct, pure, effective, and purposeful. In order to attract attention and increase the effectiveness of public speaking, there is a tendency to use dialectal and slang words in certain places

This is not allowed in speech culture. In the art of speech, a lot of attention is paid to intonation, gradation, gestures (hand, face movements). However, in both cases, a good speech is considered if the thought reaches the reader or listener and has a certain effect. The purpose of speaking is to express an opinion. Actually, this is the function of language. An idea can be expressed in language using a variety of ways.

This means that the speaker must have gained a perfect culture of speech, must be able to choose the most appropriate of the language means. To do this, he must, of course, know his native language well and be able to use all its riches skillfully. The speech must be clear and concise as well as clear, otherwise the power of thought will be lost, and the speaker's speech will not have a good effect on the listener. Being able to speak Uzbek does not mean that you know the language well.

Good knowledge of the language is determined by a thorough practice of grammatical rules, vocabulary, as well as phonetic and stylistic features of the language. Often the speaker prepares his speech in writing before speaking: what he wants to talk about, what examples he wants to give, he writes down. While some people, especially students, try to articulate their goals orally but before the audience they lose their words, or read what they have written without stopping.

It is necessary to work diligently, regularly, in order to express the idea orally clearly and clearly in a short period of time. There should be no re-editing, alteration of sentences in the speech. The vocabulary of the speaker should also be sufficient. It is not only the quantity of words that is meant, but also their meaning. The speaker should also use synonyms skillfully. The use of such words ensures the diversity of speech. The speaker must also have mastered the grammar of the language. Only following the rules of grammar adds content and logic to speech. The purpose of the word alone cannot be understood. In order to express an idea, that word must enter into a grammatical and semantic connection with other words in the speech. Sometimes speakers use dialectal words that are not used in our literary language, but are known only to the locals where the speaker himself lives.

In fact, such dialectal words should not be used in speaker speech. In the speech of some speakers, words such as "I mean", "well", "afterwards", "that is", "for example", "for example", "let's say" are often used, which is not correct to call them orators. Such "inappropriate" words, used inappropriately, make speech slurred. Sometimes listeners, students, pupils seem to hear the words of the speaker, the educator, but do not feel the content of the thought, they are busy counting and counting such unnecessary words in the speaker's speech.

They can also give nicknames if necessary. In addition, words and phrases that have become overused and have taken on the appearance of overused words also remove the effect of speech, making it impenetrable or dull. An overly used but pleasant words, which is inappropriately thought out, also irritates a person and has a negative effect on the general content and essence of the speech.

The inappropriate use of Russian or words that come from other languages through it also confuses speech and make it troublesome . Such words are not helpful for the brain or the heart, they have a strong effect on the person and cause him to protest. Abdullah Qadiri said, "It takes a long time to speak and compose sentences." These words of a well-known writer to writers apply to everyone. Abdulla Qahhor's stories "Painful Teeth", "Speaker", and "Sunshine" also depict the image of such a clumsy speaker very well.

Islam Karimov's words , the first President of the Republic of Uzbekistan, "Knowing own native language and learning it- is learning great spirits and it is a symbol of loyalty to our country and people" is the proof of our words. Islam Karimov's book "High spirituality is an invincible force" contains very impressive and exemplary ideas that the mother tongue is the soul and pride of the nation. This leadership perspective shows that the status of our mother tongue is still at the level of public policy.

This also shows the importance of the issue of speech culture, which is considered an important sign of the cultural development of society, the spiritual maturity of the nation. Today, the time itself shows the need to teach young people the exact sciences, to work on modern computers, as well as to form a sense of love for the mother tongue, devotion to the country.

Therefore, the speaker should speak in a simple and fluent language that everyone can understand. It is better not to use pompous, lofty words, words that come from outside, words that are unfamiliar to the audience. It is difficult for a speaker to be a truly modern teacher-speaker if he is not constantly aware of scientific achievements in his field and changes in social life, and without working independently and continuously every day, every hour.

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A LOOK AT THE HISTORICAL ROOTS OF MUVASHSHAH ART

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ABSTRACT

The article examines the genesis of poetic works in Uzbek literature, in particular, the research of scholars who have considered the history and formation of this type of art, and draws scientific and theoretical conclusions. Although they are dominated by motives such as the description of the lover and the lover's plight, in most cases the names of men are hidden in the muwashshahs, not the names of women.

KEYWORDS: *Poem, Poetic Art, Muvashshah, Tavshih, Problem, Ghazal, Continent, Qasida, Muhammas, Murabba, Tazmin.*

INTRODUCTION

It should be noted that in classical poetry, poets pay special attention to the art of poetry. Because poetry needs to be beautiful in form and content in order to be an artistic event. For this reason, the art of poetry has been specially studied in literature and a number of pamphlets have been written. In this article, we will talk about the art of muwashshah, one of such poetic arts.

Muwashshah means "adornment" in Arabic. Muwashshah is not a genre, it is one of the poetic arts, so it is known that in classical poetry it is created in different genres such as ghazal, muhammas, murabba, musamman, mustahzod, rubai. Each line, couplet, or paragraph of a muwashshah-poem derives the name of something or a person. In some muwashshahs, the name is hidden between the words in the verses. In this case, muwashshah is solved by the problem method

In terms of hiding the name of something in it, Muwashshah looks like chiston and problem, even ta'rix (history). But at the same time, there are some differences that distinguish them: in history, when an important date of an event is expressed, it is given in the form of an object or event in the chiston, and in muwashshah, mostly the names of individuals or objects are hidden. . Muwashshahs are not only a episode of formation, but also an important artistic event that expresses the author's views on social life [4, p. 404].

The researchers of such scholars as Maqsur Shaykhzoda, Aziz Qayumov, Sharif Yusupov, Tokhta Boboyev, Koldosh Pardayev are important in terms of the peculiarities of Muwashshah and clarifying the debates about it. For example, academician Aziz Qayumov commented on the muwashshah: "Muwashshah has a traditional character of eastern literature with its poetic description"[7,45]. Indeed, it is a sensitive art that requires a great deal of skill on the part of the poet, for the name to be quoted requires the beginning of a line or couplet with a certain letter. This requires starting a line or couplet with a word that matches the name being output, not with the word that is most appropriate for the content. Therefore, muwashshah is adorned with poetry

only if it is used with high skill and taste, otherwise it can lower the artistic level of the poem [8,298].

The art of muwashshah has been commented on by scholars since the 15th century. In particular, the great poet and scholar of Turkish literature, Sheikh Ahmad Tarozi, in his *Fununu-l-baloga*, mentions the muwashshah as a special art and describes it as follows: If they take the letters in the middle and put them together ...(the name appears). The name may be definite in the letters of a verse of a poem”[9,125].

AtoullahHusseini, a leading poet and scholar of the 15th century Herat literary community, his work *Ba'da'i ' - us sanoyi'* he emphasized that “if in poetry the art of tavshin is used it is muvashshah”

The scholar continued his reflections on this art, suggesting that it is used in the form of a qit'a in the qasida, and that the best qasida of this art is the “Qasidaimasnu” (an artistic level with its own ornaments [8,377].) he indicate that first letters of each line makes a good qit'a. Also, he gives its literal mening saying "Tavshihlug'attavishohmeans to hang a necklace around someone's neck. Including a word or letter to the poem as it looks like it, it is called tavshih” [2,87].

Rashid al-Din al-Watwat and Shams Qays al-Razi, the scholars who created works of science, supplemented his views on this art with comments.

In the 15th century, large and small poems written by representatives of the literary environment of Herat, such as MawlanaKotibi, Mawlana Ali Sherozi, were also written in the form of muvashshah. Khoja Salmon Savoji'sQasidaiMasnu, in particular, is a very complex work, written in the form of a muwashshah, which uses a variety of poems and various poetic arts. [1,132]. It turns out that in the 15th century, not only problem-solving, but also muvashshahism was widespread among the creative people.

There are different opinions about the origin of Muwashshah. According to the Russian orientalist I.Y. Krachkovsky, the ideas about muvashshah, its form and structure in a certain order belong to the poet Muqaddam ibn Mu'afa al-Kabri, who lived and worked in Arabia in the X century. In Uzbek literature, it is not known when the first examples of muvashshahs were created, but in the 18th and 19th centuries, this art was more popular among the creative community [3,123]. Especially in the 19th century, the tradition of muwashshah was so popular that even the profession of poetry and verse is measured by its skill in muwashshah [10,91-92].

In the poetry of the 15th century, the type in which one or more couplets of poetry appear in the verses of the muwashshah in red ink is widely used, while in the literature of the second half of the 19th century and the beginning of the 20th century, a line, a type in which a name is derived from the initial letters of a couplet or paragraph. There are no poems written in the form of muwashshahs in the poetry of this period. Great poets such as Feruz, Kami, Miskin, Hazini, Muqimi, Muhyi, Zavqi, Zari, Qori, Raji, Furqat became famous in Muwashshah.

Muvashshahs are mostly written on romantic themes. Although they are dominated by motives such as the description of the lover and the lover's plight, in most cases the names of men are hidden in the muwashshahs, not the names of women. Therefore, "... it is a mistake to think that the image described in the ghazal is named after the person to whom the muwashshah is associated," M. Shaykhzoda writes in his article written article because of Furkat'smuvashshahsays that the

name used in muvashshah only testifies to whom it is devoted . For example, in Furqat's poem "Maqsudjon", the person depicted in the image of the beloved is "not Maqsudjon, but a beautiful woman" [10,92]. These comments about the Furqatmuwashahs also apply to the muwashahs created by other artists.

As we get to know the muwashahs, it is natural to be interested in the names of the muwashahs, how they relate to the poet, and how the poem was written. Therefore, the literary circle of the poet, whose works are studied, can be a reliable source for studying the identity of his close friends [6,174]. Muqimi's Rashidkhan, Asrorkhan, Yusufkhan, Kozikhan, Usmanjon, Muhammadjon, Komilkhan, Tillaxon, Mullajon, Nazirkhan, Namazkhan, Salihjon, Jabborhon, Hashimjon, Norsahon, Adolhon, Siddiqjon, Mansurkhan, Abdullahan, Nizamkhan, Sultankhan, Qurbonkhan, Kasimjan, Akbarjon If we take into account that muvashshah-ghazals written in the name of relatives, such as Toshpolatkhan, are not simply written, but often due to an event, it becomes clear that each muvashshah has its own history of writing.

Muqimi's muvashshah "Toptihusningko'z gusixattingg'uboridin safo" is written devoting to Tajikhan. Who is Tajik and how did he relate to the poet? In a letter to the poet's nephew Ruzimuhammad Dosmatov, we read: "... Ba'da janobi hurmatli boylaringizni xonadonlarini haqlariga faqirdin xolis duoyi xayr aytingiz. Mullo Azimjon va mullo Tojixon mazkurlarni ko'rsangiz salom ayting" Mullo Azimjan and Mullo Tajikhan, mentioned in the letter, were wealthy Kokand traders who were traveling to Moscow at the time. The poet sent his letters to his nephew to Moscow with the help of them [5,173].

It is also known that muwashahs were written in the name of one person by several poets. For example, both Furqat and Muqimi wrote muvashshahs devoting to the names of Jamolkhan, Normuhammad, and Rashidkhan, which show that the poets had close relations with these people [5,174].

So, the study of muwashahs is important in the study of the literary and aesthetic world of poets. Therefore, to some extent, studying them scientifically serves to open unknown aspects of history of literature.

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HARMONY OF RHYTHM AND CONTENT IN THE EXPRESSION OF THE IMAGE IN NAVOI'S LYRICS

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ABSTRACT

This article describe harmony of rhythm and content in the expression of the image in Navoi's lyrics. The mystical meanings of the image of the dog in the poet's work are explained on the basis of examples. The study of the rhythmic and rhymed sides of the text is of particular importance when measuring the vazn of the meaning of the image. Several studies have been conducted on the concept of rhythm and its relationship to content. Thus, rhythm-forming agents are important for a deeper understanding of the content of the dog image and the expression of the expressed mood.

KEYWORDS: *Harmony, Rhythm, Image, Imagery, Mysticism, Sufism, Analyzing.*

INTRODUCTION

In Eastern classical poetry form and content have been interpreted as closely related concepts since ancient times. Scientists consider this one of the most important questions to be studied in the literature. One of the important factors in literary criticism is the question of the mutual agreement of form and content. The word is a form in relation to the image, and the image embodies a formal property in relation to the text. Accordingly, in study of Navaidivanes, a number of questions were carried out related to the image of the dog, which is the object of our research and work on its solution. When we analyze poems that use this image (rubai and muhammas – Navoi attached takhmys to his gazelle) and in all other places it is used as part of a gazelle. If we analyze the content of the image taking into account the function of each genre, we can delve deeper into the essence of the question, in our opinion.

The study of the rhythmic and rhymed sides of the text is of particular importance when measuring the vazn of the meaning of the image. Several studies have been conducted on the concept of rhythm and its relationship to content. The concept of rhythm (vazn, rhymed root) is valuable in that it is an important factor that determines the poet's mood in lyrical works.

When we analyzed poetic lines depicting a dog in Navoi's lyrics, we saw that many places used hazaj and ramal vazns. Dilnavoz Yusupov in her monograph "harmony of rhythm and content in "Khamsa" by Alisher Navoi" commented on long and short vowels: and the abundance of short syllables gives speed, lightness and playfulness to the action. "Although these ideas are expressed for the heksameter, we can easily apply this feature to the application as well. We can say that the choice of this vazn when creating a gazelle reflected the mood of the poet.

It is known that such vazns as hazaji musammani solim, hazaji musammani musabbag, ramali musammani mahzuf, ramali musammani maktu, etc., can be said that they are the product of a certain repetition of joints. So, given that the lyric poems associated with the image of the dog were created in a mystical-romantic and Rindona spirit, these vazns served as an important means in shaping the spirit in it, in the formation of a certain rhythm.

When determining the weight of gazelles created from the storyline associated with the dog howl "Gharoyibus sig'ar" ramali musamma is hidden in 3 of 6 poems (-v-- | -v-- | -v-- | -v-), 1 hazaji musammani salimda (v --- | v --- | v --- | v ---) 1 tasi mutakoribi musammani salimda (v-- | v-- | v-- | v - - | v--), 1 tasi mujtasi musammanni mahbuni mahzuf (v-v - | v - | v-v - | v-v).

It is known that "ramali musammani makhzuf" is recognized as a type of Vazn expressing the tone of a painful melody. Therefore, sadness is a condition of love. This is how the excruciating groan of a lover (dog) who has not fallen in love with a friend is expressed..

Bor/di/lar/ ah//bo/bu/ men/ yig'//lar/me/n o'z/ ah//vo/li/ma//,

Ko/r/von/din //qol/g'a/n it/ yang//lig'//ki,/ qil/gay// no/la/lar//.

Apparently, If you do not analyze the verse, you can undersand the content of the words used in it reflects his mood, so we cannot read this gazelle in light, peculiar, playful, weighty Vazn.

Or

"Hazaji musammani salim" has a relatively "heavy" vazn and is used to express sad mood..

I/ti/ far/yo//di/ni/ yoq/mang// ma/nga/ki,/ xo'//yi/din/ um/re//

U/lug'//roq/ tin//ma/dim,/ ne/ nav//'/ chek/kay/men// fi/g' on/ har/giz.//

This bayt is relatively long, relatively sad content. In order to create a clearer picture, it is enough to give a rule according to which the presence of more or less syllables in expressions of mood and mood in folk epics indicates the speed or calmness of movement. For example, 5-7-compound verses are used to describe the capture of heroes on the battlefield, the running of horses, and the use of 11-compound verses is used to express the hero's thoughts. This means that the abundance of long syllables in poetry provides a calm and sad mood of the work.

The groans of a dog (lover) are not spontaneous, because there is pain at the heart of the groans, and expressing it in a really playful tone and high spirits, in our opinion, is impossible.

Conditionally divided into thematic directions, we witnessed that lover's dogs make up a significant part of the work in all Devones, and therefore we saw that the types of vaznes are expressed in poems belonging to this category as follows.

Needless to say that the poems relating to this group are written in the romantic direction, and in many places cases of consent and desire to be on the place of a dog of the lover in Hijra are inherited. In " Gharoyibus sig'ar" From 67 brought gazelles 31 has a direct bearing on the earth. Naturally, the main Vazn of a frame lays down on mycammah. First, while this vazn is widely used as one of the most widespread Vazn types for the Turkish and Persian poetry, on the other hand, motives of love and emigration form the basis of east, especially classical Turkish poetry. The rhythm singing of great pain plays a role in expression of his melody.

Of the 56 gazelles in Navodirush shabab, 15 are images of dogs that "fill" the body, heart, liver and blood. Many different vazns were used, indicating that different content and spirit were expressed. The poem, which begins with the words "Soching qorong'u tun" is:

Ye/sun/ i/ting// ji/ga/rim/ni// u/zub/-u/zub//, ne/ga/kim//

Ke/sib/-ke/sib// qo/shi/ga/ tash//la/mog'/li/q er//ma/sa/dab//.

Taqte': v-v-| vv--| v-v-| vv-|| Mujtassi musammanni maxbuni mahzuf – it is written with Vazn.

Also on a board it is visible that this vazn has more playful and light tone. It is expressed not as torture loving in a hajj and as a condition of hope and a compliment to blessing of loving.

Or the following verse is rather silent, but a lung on vazn above:

Ne/ ko'z/du/r ul//ki/, i/ti/ga// so/lur/da/ bag'//rim/ni//,

Qi/yib/-qi/yib// o/li/b, an/din// chu /qi/yo/-qi/yo//bo/qib//.

What at him was an eye, he stared at her, cut out to me a liver and stuck it into the dog.

The element creating the first rhythm is expression of melodic words. "To cut out" and "to look aside". Secondly, easy expressiveness of Vazn served as help for contents understanding. Taqte': vv-| - in - | vv-| - or | - - | | Mujtassi musammanni is located in praise Vazn for the prisoner. The playfulness of Vazn served in it for expression of mood of the lyrical hero. The gazelle with the motto "Ko'nglumga ayla la'li shakkarxand ila iloj" looks as follows: --v| -v-v| v--v| -v~|.

It is written in muzorei musammani akhrabi mahbuni

Ul/ ko'/yi//din/ i/ti / chu //me/ni /qov/ma //kis/ta/di//

Bag'/rim/di//n ay/la/dim /ne//cha/ par/kan/d i//la /i/loj

The dog wanted to pursue me down the street therefore I threw several pieces to myself into a stomach and did everything possible.

In this case, the playfulness and severity of the vazn indicate the state of the lover. So he depicts a portrait of a "solik" who was able to stay on the street of his beloved. The vazn type in this case acts as a leading tool. Hazaji musammani solim is the only gazelle of this kind. The bayt connected with the image of a dog looks as follows:

Bo/shim/ av/val// i/ti/ ol/li//g'a/ sol/, ey/ char//x/kim/, to'y/sun, //

Ki/, qo/nim/ bir//la/ ran/gin/ bo'l//ma/sun /ul/ sho'//xi/ fit/ro/ki//

At the same time vazn rather heavy and mood depressive. It means that though it and a subject of feeding of dog, the contents expressed in it changed by means of vazn, having created unique mood.

Other gazelles are written by traditional vazn – ramal musammanimahzuf. The feature of this vazn is that tone rather quiet and painful. This factor is important as one of the leading instruments of expression of contents. On the example of this bayt it is visible that it semantic differs from the bayts mentioned above, and that value of vazn in him special.

Ko'/yi/da/ it//lar/ u/zush/ti//lar/Na/vo/iy/ /xas/ta/ni//

Kim/, e/mas /zo//hir/ki/, jis/mi// qay/da/, bo/shi// qay/da/dur//

On the street dogs bit sick Navoiy, his heads and bodies it isn't visible anywhere.

In terms of contents it is obvious that game vazn can't be used. Contents expression thus is connected with creation of a certain rhythm.

In classical poetry radif it is studied generally in the context of science about a rhyme. According to sources in poetry, radif it is characteristic of the Persian poetry and it isn't used in Arabic. "Medieval poets well realized importance of a radif in expression of poetic contents, claiming that radif it has to be connected with bayt to such an extent that his removal from bayt would cause damage to contents of the poem. The gazelle taking 177 places indivan "Favoyidul kibar", So it is followed by radif "qilur itlar". The gazelle consists of 7 bayts. Praise to Allah, Lord of the worlds. Taqte'si: v-v-| vv-| v-v-| - ~|. The playfulness of vazn and tendency to fast reading serve for expression of mood of the poet.

Boshimg'a kuyida har dam g'ulu qilur itlar,

Gar o'lmasam, bu g'ulunina g'u qilur itlar.

Magarki, g'urbat aro zor o'lmakim dindur,

Figonki, bir-biriga ro'baro' qilur itlar.

Osib bo'yinlarig'a kizazo uchun juldin,

Tong otqucha boshima navhamu qilur itlar.

Tutarg'a motamim, oyo, yig'ildilar yoxud

Qilurg'a tu'ma tanim orzu qilur itlar.

Kuyub dimog'lari, g'ingshibon qochar haryon,

Yemakka jismim etin, chunki bo'qilur itlar.

Fano yo'li kiyikni ayla sayd, sher ersang

Ki, dahr jiyfasini jo'stujo' qilur itlar.

Navoiy uzra hujum aylasa raqiblaring,

Ne tong, gadog'a hamisha g'ulu qilur itlar.

It is a gazelle created in a social spirit, in which the lyrical hero is written by weak and weak people of the time. Their "actions" shake the poet's heart. This mood is reflected in both vazn and radius, which are important means of rhythm. This gazelle is built on irony from the very beginning.

Thus, rhythm-forming agents are important for a deeper understanding of the content of the dog image and the expression of the expressed mood. Vesa ramal and hazaj in aruz vazns served to express the rhythm of a relatively calm, sad and heavy mood. This is mainly due to the fact that the torment of the lover's hijra cannot be resisted by a dog (nafs) or a dog.

Mujtass, is playful vazn such as muzere, it was used in gazelles that were written in a hopeful mood rather than love. This shows that not only artistic means, but also rhythmic features are important in filling a dog image. Another such rhythmic instrument is the satellite. One of its important features is the ability to express the essence of the content. In "radif," the poet tries to

give a key word to the idea he wants to express. As a result, the mind becomes more efficient and balanced.

Thus, rhythmic means are means that serve to ensure not only the physical beauty of the work, but also its spiritual Vazn.

important in illuminating the substance of the content of the dog image and in reporting the bayt to the reader.

Apparently, when revealing the essence of an artistic image, it is necessary to identify art and determine its relationship with the image.

By metaphor, used in the case of the image of a dog, a certain artistic and aesthetic burden is placed on the image. As a result, the content deepened and served as the basis for the disciple to enjoy and enjoy spiritually.

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ENDOVIDEOSURGICAL TECHNOLOGY IN THE DIAGNOSIS AND TREATMENT OF ACUTE ABDOMINAL PATHOLOGY

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ABSTRACT

Objective: To analyze the results of video laparoscopic treatment of acute abdominal pathologies. **Materials and methods.** A retrospective analysis of the results of diagnosis and treatment of 470 patients hospitalized with acute abdominal pathology in the period 2009-2019 was carried out. In the Republican Scientific Center of emergency emergency care of the Samarkand branch. The patients were divided into the main and control groups. **Results.** This method made it possible to improve the accuracy of diagnosis by 2 times, significantly reduce the number of unnecessary laparotomies for all nosologies (by an average of $66 \pm 4.13\%$) and the traumatic nature of surgical interventions. The analysis of the results of treatment according to the main nosological forms allowed us to confirm the advantages of introducing endovideosurgical technologies into the routine diagnostic and therapeutic process. **Conclusions.** Thus, laparoscopy allows you to reduce the percentage of unnecessary laparotomies, shorten the time of diagnosis, and reduce the occurrence of postoperative complications.

KEYWORDS: Video Laparoscopy, Acute Abdominal Pathology, Diagnosis and Treatment.

INTRODUCTION

Acute abdominal pathology ranks first among all surgical diseases, significantly surpassing the frequency of surgical pathology of the heart, blood vessels, lungs, etc [1, 2].

Emergency abdominal pathology has been and continues to be a complex problem of modern medicine for many years. Acute abdominal pathology, surgical care in which for the most part is the prerogative of city and district hospitals, continues to attract the close attention of surgeons. It is quite natural that timely and reliable diagnosis of this pathology determines the choice of appropriate treatment tactics [3, 4, 5].

The purpose of the research: To analyze the results of laparoscopic treatment of acute abdominal pathologies.

Materials and methods of the research

A retrospective analysis of the results of diagnosis and treatment of 470 patients hospitalized with acute abdominal pathology in the period 2009-2019 was carried out in Samarkand branch of the Republican scientific center of emergency medical care. The patients were divided into the main and control groups.

The main group consisted of patients who underwent diagnostic or therapeutic laparoscopy - 288 (61.3%), and the control group included 182 (38.7%) patients who underwent traditional therapy. In addition, a retrospective assessment of the results of diagnosis and treatment of more than 340 patients since 2009 was performed; patients were also divided into 2 groups (the main group - 113, the control group - 227) according to the criteria for the use of endovideosurgical technology. Among them, there were 224 men and 246 women aged 18 to 78 years, the average age was 41 ± 10 years. The initial differences between groups of patients with different variants of the course of the disease and the results of conservative and surgical treatment using both traditional and endovideosurgical technologies were retrospectively investigated. The distribution of patients by nosological forms is presented in table 1.

TABLE 1 DISTRIBUTION BY NOSOLOGICAL FORMS OF PATIENTS WITH ACUTE ABDOMINAL PATHOLOGY

Nosological form	Total	
	n	%
Acute appendicitis	73	15,5
Acute pancreatitis	126	26,8
Acute cholecystitis	125	26,6
Acute intestinal obstruction	30	6,5
Gastrointestinal bleeding	35	7,4
Perforated ulcer	34	7,2
Strangulated hernia	47	10
Total	470	

An average of 398 ± 11 people were treated each year. 70% of patients had concomitant diseases, in some cases they were the reason for refusing endovideosurgical interventions. The effectiveness of treatment with the use of diagnostic and therapeutic endovideosurgical

technology is analyzed. The program of examination of patients consisted of examination before and after surgery, in the near term after surgery (2-4 months) and in the long term after surgery (1-6 years). In general, the diagnostic and treatment protocols met the requirements of regulatory documents. The condition of patients before and after surgery was assessed on the SOFA, APACHE II scale [6, 7].

Research results and discussion

Since the beginning of statistical accounting of the main nosological forms of acute abdominal pathology, acute appendicitis has occupied the first place both in terms of the absolute number of patients and in terms of specific gravity. The second place is occupied by acute pancreatitis and the third by patients with acute cholecystitis. When assessing the dependence of postoperative complications on the length of stay of patients in the hospital, a pattern characteristic of almost all nosological forms was revealed: with an increase in the time elapsed from the onset of the disease to the admission of the patient to the hospital, the level of postoperative complications sharply increases.

TABLE 2 POSTOPERATIVE COMPLICATIONS IN ABDOMINAL PATHOLOGIES DEPENDING ON THE TIME OF HOSPITALIZATION OF PATIENTS

Nosological form of abdominal pathology	Post operative complications during hospitalization, %		
	up to 6 hours	6-24 hours	later than 24 hours
Acute appendicitis	0,06	0,1	0,5*
Strangulated hernia	2,8	4,7*	15,2*
Acute intestinal obstruction	5,8	8,0	14,8*
Acute cholecystitis	2,7	2,9	6,7*
Acute pancreatitis	18,8	26,9	33,6*
Perforated stomach and duodenal ulcer	2,2	5,2*	21,6*
Gastrointestinal bleeding	15,5	7,9	17,5

Note: * $p < 0,05$.

The change in the treatment tactics of a number of nosological forms and the introduction of modern technologies, such as diagnostic and therapeutic endovideosurgery with the growth of negative trends allowed to restrain the expected increase in complications. This applies to both acute appendicitis and cholecystitis, as well as bleeding ulcers and pancreatitis.

This method made it possible to improve the accuracy of diagnosis by 2 times, significantly reduce the number of unnecessary laparotomies for all nosologies (by an average of $66 \pm 4.13\%$) and the traumatic nature of surgical interventions.

The study of the results of treatment according to the main nosological forms allowed us to confirm the advantages of introducing endovideosurgical technologies into the routine diagnostic and therapeutic process.

The introduction of diagnostic and therapeutic endoscopic technologies in the emergency service made it possible to practically eliminate unnecessary appendectomies. The results of surgical

interventions for acute appendicitis were studied in 73 patients - 39 (53.4%) men and 34 (46.6%) women. Endovideosurgical technique was used for diagnostic and therapeutic purposes in 52 (71.2%) patients, including 50 patients with the main preoperative clinical diagnosis of acute appendicitis and 2 patients in whom acute appendicitis was a laparoscopic finding. Based on laparoscopic manipulations, open methods of surgery were performed in 9 (17.3%) cases, and video laparoscopic appendectomy was performed in 43 (82.7%) patients. 21 (28.8%) patients underwent traditional appendectomy without preliminary laparoscopy.

None of the laparoscopic conclusions about the absence of acute appendicitis in the laparoscopy group was subsequently refuted. The sensitivity of endovideosurgical technologies in relation to acute appendicitis was 99%, specificity - 91% and accuracy - 96%.

In complicated peptic ulcer of the stomach and duodenum, video laparoscopy made it possible to reduce diagnostic errors by 35%, virtually eliminate the concept of dynamic observation in perforated gastric and duodenal ulcers, and reduce the operational risk in somatically burdened patients. In case of gastric bleeding, diagnostic and therapeutic video endoscopy was the method of choice, which allows achieving a positive clinical result in 70% of cases and reducing complications from 15 to 5%. At the moment, endovideosurgical technology for acute cholecystitis has become the "gold standard" of diagnosis and treatment, has allowed the use of early surgical intervention tactics and to reduce postoperative complications by up to 3%. In acute appendicitis, this method made it possible to exclude unnecessary appendectomies in 21% of cases, to establish diagnoses occurring under the mask of acute appendicitis, and in 90% of cases to perform emergency surgery.

CONCLUSIONS

Thus, in compliance with the generally accepted principles of choosing a diagnostic and therapeutic approach based on the widespread use of emergency therapeutic and diagnostic endovideosurgical technology, the results of treatment of patients with abdominal pathology are significantly improved. This makes it possible to reduce the invasiveness of diagnosis and the severity of surgical intervention, especially in conditions of high operational risk, to ensure early diagnosis of the disease, to exclude unnecessary laparotomies, to choose an adequate therapeutic tactic.

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ACADEMIC DISHONESTY AMONG UNIVERSITY LECTURERS AS VIEWED BY UNDERGRADUATE STUDENTS IN UNIVERSITIES IN RIVERS STATE

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ABSTRACT

The study examined views of undergraduates in universities in Rivers State concerning lecturer's involvement in academic dishonesty. Three objectives and three research questions guided the study. The design for the study was a survey design. The target population for the study involved undergraduate students in Rivers State. To this end, multi-stage stratified sampling method was adopted in the selection of undergraduate students from the three universities. The sample size for the study was 4, 818 undergraduate students. The instrument for data collection was Academic Dishonesty Questionnaire (ADQ) and was validated by three experts in Educational Measurement and Evaluation. To make sure the reliability of the questionnaire, the draft instruments were subjected to pilot testing on 90 undergraduate students of the three universities with each one contributing 30 undergraduate students randomly selected. Furthermore, the scores obtained were exposed to Cronbach Alpha technique for an estimation of the internal consistency of the instrument. A reliability coefficient of 0.86 was gotten which was considered high enough to warrant the use of the questionnaire for field work. Data collected and collated were analyzed and presented with simple descriptive statistics of frequency count (percentage) in tables and bar chart. The study shows that a larger proportion of the undergraduates see their lecturers as being tangled in dishonest practices academically. The study also shows that inflation of continuous assessment/examination scores as a maximum on the lists in the view of the students' as ways that lecturers contribute to academic dishonesty. The next on the list is conspiracy of lecturers with both students and examination officials in the course of examinations, exchange of answers for monetary/substantial gains (including sex) and impersonation in that order. Thus, it was recommended among others that, lecturers should

spend more time in course content coverage with practical (real life) examples and students preparation for semester examinations. If they do it, it is likely that lecturers would not be intimidated or influenced by immoral minds to do what they would not naturally want to do.

KEYWORDS: *Academic Dishonesty, Lecturers, Universities, Undergraduate Students*

INTRODUCTION

The Ivory tower (University) is a place of learning and research meant to enhance academic growth of lecturers and students with a view of proffering solutions to mans' identified problems. The results of these researches are to be made public for the benefit of the society. These results must be in line with scientific skills and attitudes. The result must be reported with truthfulness, value judgment, objectivity, open mindedness and rationality (Dienye & Gbamanja, 1990) [1]. Sariasih and Tisnawijaya (2018) [2] affirmed that the aim of carrying out academic process in honesty is outlined in tertiary institution curriculum which is known as character formation. Hence, the onus lies on the lecturer to reform this character and that of the students. Saidin and Isa (2013) [3] opined that the reason for honesty in research results is to ascertain what ethical issues mean to a practicing teacher. Amzalay et al. (2021) [4] agree that learning system and university education have the goal of obtaining academic knowledge, cultivating ethical and moral values. The reportage of academic result in honesty is known as academic integrity. Keohane, (1999) [5] defined academic integrity as dedication to basic ethical issues such as morality, trust, objectivity, uprightness, regard and commitment. Any academic exercise that falls below these standards is termed academic dishonesty.

Academic dishonesty is seen as immoral behaviour in school setting (Muhammad et al., 2020) [6]. Similarly Faucher and Caves (2009) [7] defines academic dishonesty as behaviours aim at getting and collecting data from others through illegal resources and disobeying laid down assessment processes in an academic setting. This is an unethical behaviour where lecturers get information and results without permission and adhering to the right standards. It can be behaviour where undergraduate get an unfair academic favour for themselves or for their colleagues in the academic environment. Academic dishonesty hinders the growth of positive value such as honesty, curiosity ingenuity, value judgment and openness. Academic dishonesty weakens one of the vital roles of tertiary institutions which is to make an atmosphere favourable to learning that will produce graduates that not only highly skilled and technically proficient, but, also demonstrating high morals of honesty, decent responsibility and commitment to helping their related profession and humanity fine (Brimble & Stevenson-Clarke, 2005) [8]. Thus, it is a common image of most tertiary institutions to aim for academic distinction and to improve characters of individuals so as to develop their professionalism. Nevertheless, outcomes of researches in the area of honesty among lecturers reveals, dissimilar circumstances are being witnessed (Resurreccion, 2012) [9].

Institutions of higher education are facing the problems related to academic honesty even in traditional learning. These problems are rising speedily in E-learning as a result of integration of Information and Communication Technology (ICT) in teaching and learning. Many academics have realized that there is need for proper research before publication of journal articles, course design, a dedicated and supervised learning environment, and the creation and execution of rules and guidelines to address honest and ethical matters in e-Learning. Despite being based on

indirect proof, these undeniably portray a bad light on the image of lecturers also placing a nation's institutions of higher learning in disregard. Worthy of note is the lack of formal records relating to this matter, which is attributable to under-reporting by institutions, as these matters tend to remain closeted under the disguise of saving the image of the school.

Academic dishonesty is not widely researched on even though a common observation in the academic community shows that it is a common practice. The worth and standard of any educational programme is an unwavering responsibility of the academic staff. In fact, it can be confidently indicated that an academic staff is a key defender of values in any academic institution. This affirmation begins from the authority to judge academic accomplishment that is bestowed on the academic staff. The academic staff is in charge of awarding grades to students based on their performance. On the day of graduation students are said to have been found worthy in character and learning. This cannot be conceivable if the lecturer that have unswerving interface with the students during their study did not function as role models, or is involved in any form of academic dishonesty that frustrates the goal of the academic enterprise. Academic dishonesty occupying our institution is producing unwanted fruits in our institutions of higher learning both advanced and developing nations of the world.

Olasheinde (2000) [10] noted that it is no longer news that academic dishonesty is one of the main threats of the Nigerian learning system. Bello (2011) [11] states that there is no disagreement with the fact that college system in Nigeria primarily confronted with the danger of immoral features. Our interest in accepting and remediating academic dishonesty comes from our pledge to defend the rights of our honest lecturers and students. "Cheaters do hurt themselves, but they do not only hurt themselves. They also degrade the education and affront the integrity of their honest peers" (Whitley & Keith-Spiegel, 2002) [12]. In some many cases when cheating is not detected perpetrators scores higher than their peers, the frustration is profound. The resolution to support and respect honest learners is for academics and teachers to take a position and be involved in sustaining a climate of integrity in the classroom and in the entire campus.

Categories of Academic Dishonesty among students

There are many categories of academic dishonesty; some of them as outlined by St Peterbury College are as follows: Cheating, Bribery, Misrepresentation, Conspiracy, Fabrication, Collusion, Academic Misconduct, Improper Computer/Calculator Use, Improper Online, Tele Web, and Blended Course Use, Disruptive Behaviour as well as plagiarism.

Cheating: - Cheating is taking or giving any material which will be used to determine academic performance. Examples of cheating include:

- Duplication from other student's test or assignment.
- Permitting another student to reproduce from your test or homework.
- Using materials such as textbooks, notes, or formula lists during a test without the lecturer's permission.
- Cooperating in an in-class or take-home quiz devoid of lecturer permission.
- Impersonation.

Bribery: - Bribery takes on two forms:

1. Bribing someone for academic advantage, or accepting such a bribe (i.e. a student offers a lecturer money, goods, or services in exchange for a passing grade, or a professor accepts this bribe).
2. Using an academic advantage as a bribe (i.e. a lecturer offers a student a passing grade in exchange for money, goods, or services or a student accepts this bribe).

Misrepresentation: - Misrepresentation is any act or omission that is intended to mislead a lecturer for academic advantage. Misrepresentation includes laying to a lecturer to increase your grade, or lying to a lecturer when caught in academic dishonesty.

Conspiracy: - Conspiracy entails working collectively with one or other people to oblige or try to oblige academic dishonesty.

Fabrication: - Fabrication is the use of generated or misrepresentative material. Fabrication happens in the sciences, when students generate or adjust experimental data. Citing or referencing a source in your research that you did not truly use in your investigation is termed fabrication.

Collusion: - Collusion is the act of two or more students collaborating together on an individual task without the knowledge of the lecturer

Duplicate Submission: - Duplicate submission is when a student submits the same paper for two dissimilar classes. When an undergraduate surrenders the same paper for two different classes within the same semester, the student needs to have agreement of two lecturers. An example is submission of two answer papers in an examination.

Academic Misconduct: - Academic misconduct is the abuse of university rules by altering scores or by attaining and/or allocating any part of a quiz or project. For example:

1. Gaining a photocopy of a test earlier than the time test is administered.
2. Giving out, either for cash or for free, a test before it is administered.
3. Inspiring others to get a copy of a test in advance.
4. Altering scores in score sheet, or in computer spreadsheet.
5. Remaining to work on a test when time is up.

Unauthorized Computer/Calculator Usage: - Improper computer/calculator use includes:

1. Unapproved usage of computer or calculator in attest or examination.
2. Peddling or giving away material kept on a computer or calculator which will be given in for a mark.
3. Distribution of quiz or homework answers on a calculator or computer.

Inappropriate Online, TeleWeb, and Blended Course Usage: - Inappropriate online, Teleweb, and blended course usage consist of:

1. Taking or giving out that outside help on online tasks or examinations.
2. Attaining test sources or questions in advance.

Disrupting Behaviour: - Disrupting behaviour is any behaviour that interferes with the teaching/learning process. Disruptive behavior consists of:

- Insulting a lecturer or fellow student in class or online.
- Chatting, texting, or watching material unconnected to the course in the course of a lecture.
- Failure to silence your cell phone in class.
- Placement of unsuitable material or material unrelated to the course on dialogue boards.

Academic Dishonesty among Lecturers

On the part of lecturers, some of the common academic dishonesty includes the following: Changing of assessment mark after collecting a bribe, meddling with academic appraisal surveys, academic piracy, and publication fraud. Others are unethical authorship exchange, truancy from work, giving of publication authorship to non-contributors, covering up of student examination malpractice act, falsification of research data/finding, adjunct lectureship without permission from the university, leaking of examination questions, forcing students to buy books or other learning materials, falsifying examination records, writing student assignments for money, accepting bribes to change student scores and sexual harassment of students. The list is actually endless. The aforementioned ones are the overt academic dishonesty common among university lecturers. The questions now one is tempted to ask is are university lecturers in Rivers state truly involved in these unwholesome behaviours? If yes how often do lecturers get involved in academic dishonesty, what percentage of learners sees lecturers as dishonest as examination supervisors and in what means do lecturers participate in academic dishonesty? Questions we are hoping the students they teach will answer in this study.

Nonetheless, literature is replete with information on academic dishonesty, for instance, Naghdipour and Emeagwali (2013) [13] uphold that seeing students' reasons and excuses for cheating or getting involved in academic dishonesty will certainly aid raise our responsiveness as to suitable strategies and approaches required by faculty to avert it from becoming a standard on university campuses, no matter how strong individual issues or students' enticement might appear to be.

Sariasih and Tisnawijaya (2018) [2] carried out research on academic dishonesty with a view of ascertain how students carry out learning assessment and project. The study was carried out in Pamulany University. The study adopted the survey design. The sample size was 446 students and 45 lecturers of universities Pamulany. The instrument for data collection was a questionnaire; three research questions were posed. The data collected was analyzed using percentages. The outcome of the study shows that replication answers from another students in the course of quizzes, copying the homework and project from follow students as well as lifting information or sentences from books, magazine or other sources without citing the source and using article from website, book, journal or other sources were the major academic dishonesty. The result further shows that academic dishonesty was found mainly in online assessment or in e-learning. The study also reveal that the reason for academic dishonesty consist of inadequate time, need for high score, difficulty of subject matter and no adequate information about academic dishonesty and the types of it. The study therefore recommends that student need to be aware and judge their academic activity themselves.

Abel et al. (2020) [14] studied the intensity of academic dishonesty among postgraduate students in higher learning institutions in Tanzania and how to curb the situation. The study adopted the qualitative approach. The instruments for data collection were group discussion and interview. Eighty postgraduate students from four universities, eight heads of department and eight quality assurance officers constituted the sample size via purposive sampling technique. The data generated was analyzed with the thematic approach. The result of the study reveals that academic dishonesty can be curb through the following means introduction of course on ethics, mutual discussion between lectures and students on academic honesty, accurate application of plagiarism test software, modification of assessment method, higher scores should be given to seminar presentation and oral examination and the use external examiner score as the final score in assessment of projects. The findings also show that the university quality assurance system should be empowered, discussion on the supervisory roles to lecturers and academic readiness among postgraduate students. The study recommends that curbing of academic dishonesty in universities should be a cooperate effort of education stakeholders.

Saidin and Isa (2013) [3] investigated academic dishonesty among language teacher trainee: the way and how of cheating. The study was conducted at university Teknologi Malaysia. The sample size consists of seventy-one trainee teacher. The study adopted the online survey. The instrument for data collection was an online questionnaire. Three research questions were posed, the data collected was analyzed using simple percentage. The result shows that 80% of the trainee teacher cheated in their examination, 80% of them know the penalties for cheating and the reason for cheating was absence of preparation, heavy work load, and pressure to get good grades among others. The result further reveals that 50% have a feeling of guilt after cheating and 62% of trainee teacher are bent on cheating again and 54% of the trainee teacher feels that cheating has no negative influence of their career. They recommend among other that there should be deterrent measures such as displaying photograph of students caught in the act of cheating.

Baran and Johnson (2020) [15] studied academic dishonesty among university students: the roles of psychopathy, motivation and self-efficacy. The study was carried out in Poland. The sample size was 390 Polish university students. The design for the study was an online questionnaire. The data collected were analyzed using Spearman correlation, Z-test and multiple regressions. The result of the study reveals that students with upper levels of callousness and disinhibition are not bold had recurrent academic dishonesty during their universities study. The result reveals that psychopathy facts such as meanness and disinhibition lead to low level of student's mastery goal orientation which leads to academic dishonesty. The result of the study further reveals that self-efficacy reduces the rate of academic dishonesty among students. The study recommends that lecturers can reduce the rate of dishonesty using oral examination and enhancing students' self-efficacy in academic context.

Ikiroma and Anyanwu (2017) [16] investigated students' perception of teachers' involvement in academic dishonesty. The study adopted the survey design. The population of the research is all senior secondary school students in twenty-three local government area of Rivers State. The sample size of study was 1000 senior secondary school students via multi stage sampling method. The tool for data gathering was a researcher made questionnaire with a reliability coefficient of 0.87 via the Cronbach alpha. Three research questions guided the study. The data collected were analyzed using frequency, percentage, and pie chart. The result of the study

shows that most of the students see their teachers to be involved in academic dishonesty. The result also reveal that tutors were dishonest while helping as supervisor or examiners as they conspire with students, external supervisor, security agents during examination and also inflate continuous assessment/examination scores. The study recommends that Teachers Registration Council (TRC) of Nigeria should teach teachers the ethics of their profession.

Tiong et al. (2018) [17] investigated academic dishonesty among academics in Malaysia: a comparison between healthcare and non-health care academics. The study adopted the cross-sectional study design. The instrument for data gathering was a self-administered questionnaire. The sample size is 141 academic from six universities in Malaysia. The instrument was reliable with a reliability coefficient of 0.679 via Cohen's kappa coefficient. The data gathered were scrutinized using frequency, percentages, mean, percentile, range standard deviation, t-test, ANOVA followed by post hoc analyses using least statistical difference (LSD). The result of the study revealed that half of the respondents have personally encounter at least one case of academic misconduct in their career such as absenteeism, from work, giving of publication authorship to non-contributor, academic plagiarism among others. The finding also shows that healthcare academics have high prevalence in falsification of research data/finding, leaking of exam question writing assignment for money and accepting bribe to change student grade while the non-health care academics have high prevalence in forcing students to buy books or other teaching materials for monetary gain. The result shows that academic dishonest affect the university adversely.

In view of the above background, this study was designed to investigate into:

1. How often do lecturers get involved in academic dishonesty in Rivers state as perceived by their undergraduate students?
2. What proportion of undergraduate students in Rivers state perceives lecturers as being dishonest academically as examination invigilators and supervisors?
3. In what ways do lecturers involve themselves in academic dishonesty in Rivers state as viewed by their undergraduate students?

Methodology

The design for this study is the survey design. The population this study was undergraduate students in Rivers State. Hence, the present assessment was carried out as a sample survey covering all the three universities and consequently a good proportion of the undergraduate students in the various faculties of the different universities participated in the study. To this end, multi-stage stratified sampling method was adopted in the selection of undergraduate students from the three universities. The sample size used for the study was 4, 818 undergraduate students.

The instrument used was titled Academic Dishonesty Questionnaire (ADQ). The questionnaire was intended to generate data for analysis on circumstantial variables including students, school and home linked issues that impact on academic dishonesty. The questionnaire consists of items on background information like gender; university type; frequency and various ways of lecturers' taking part in academic dishonesty in Rivers state. To ensure reliability of the questionnaires, the draft instruments were subjected to pilot testing on 90 undergraduate students of the three universities with each one contributing 30 undergraduate students randomly selected.

Furthermore, the scores obtained were subjected to Cronbach Alpha technique for estimating internal consistency of a research instrument. A reliability coefficient of 0.86 was obtained which was considered high enough to warrant the use of the questionnaire for field work. However, centered on the results from the pilot study, the questionnaires were revised for improved validity. With the help of research assistants, the questionnaires were administered in October through December 2021, after the end of their examinations. Freshmen were however excluded in the study. Data collected and collated were analysed and presented with simple descriptive statistics of frequency count (percentage) in tables and bar chart.

Results

Research Question 1: How often do lecturers get involved in academic dishonesty in Rivers state as perceived by their undergraduate students?

The responses of the undergraduate students from the three universities used in this study are presented in Table 1.

TABLE 1: FREQUENCY OF LECTURERS PARTICIPATION IN ACADEMIC DISHONESTY IN RIVERS STATE

Responses	Frequency	Percentage (%)
Very Often	1542	32
Often	1142	24
Occasionally	1575	33
Never	559	11
Total	4818	100

Table 1 show that 32% and 24% of undergraduate students respectively see their lecturers as being very often and often take part in academic dishonesty. A moderately small proportion (33%) sees them involving sometimes. While a small proportion (11%) does not see lecturers involving themselves in academic dishonesty. When subjected to bar chart we have a picture as presented in figure 1.

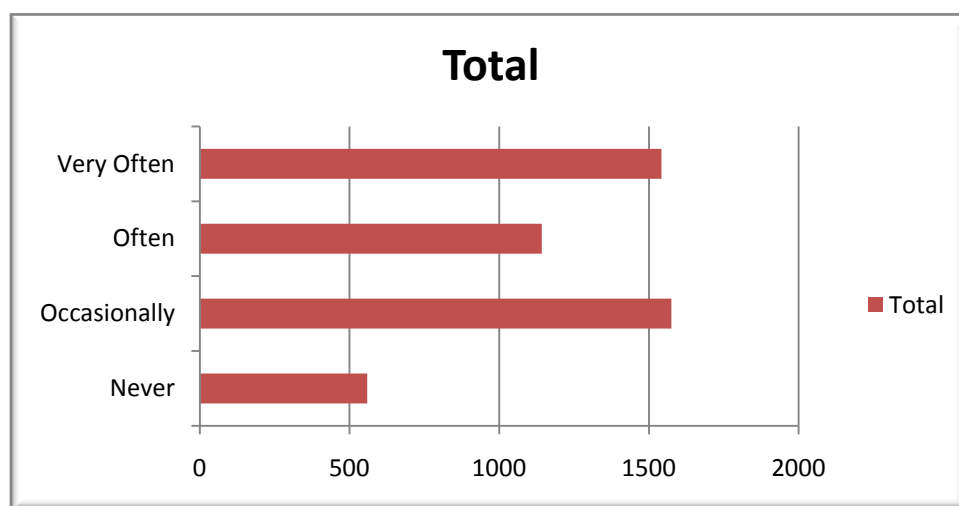


Figure 1: Bar chart showing the frequency of lecturers' involvement in academic dishonesty

Research Question 2: What proportion of undergraduate students in Rivers state perceives lecturers as being dishonest academically as examination invigilators and supervisors?

In reaction to this question, majority (63%) of the undergraduate students were of the view that their lecturers were always dishonest, while serving as invigilators or supervisors. The likelihood is that some lecturers always request for monetary or material gains (e.g. recharge cards, compromising relationship, drinks etc.) from students before, during and after examinations.

Research Question 3: In what ways do lecturers involve themselves in academic dishonesty in Rivers state as viewed by their undergraduate students?

The answers to research question three is as presented in table 2.

TABLE 2: PERCENTAGE ANALYSIS OF THE VARIOUS WAYS LECTURERS INVOLVE THEMSELVES IN ACADEMIC DISHONESTY

SN	Lecturers' Roles	Frequency	Percentage (%)
1	Collaborating with students during examinations	3021	63
2	Colluding with other invigilators/supervisors to aid and abet students during and after examinations	3021	63
3	Inflation of examination scores/continuous assessment in answer booklets for students	3612	75
4	Exchange of answers for money (including material gains)	1241	26
5	Allowing impersonation of students by another person (student)	903	19

In Table 2, inflation of examination score/continuous assessment in answer booklets for students (75%) tops the lists of undergraduate students' opinion about the ways that lecturers add to academic dishonesty. This is followed by collaborating with students during examinations and colluding with other invigilators/supervisors to aid and abide students during and after examinations (63%). The table also reveal that 26% of the undergraduates see exchange of answers for money (including material gains) as another way in which are themselves take part in academic dishonesty. While, only 19% of the students opined that lecturers allow impersonation of students by another person (undergraduate).

DISCUSSION

With the issue of how often lecturers get involved in academic dishonesty in Rivers state as perceived by their undergraduate students, 56% of the students agreed that lecturers often take part in one form of academic dishonesty or the other. A situation that shows that academic dishonesty among lecturers in Rivers state is real and calls for concern from all stakeholders. In addition, the issue of lecturers and indeed teachers' academic dishonesty, earlier study had indicated that some lecturers are corrupt. In the study of Makoju et al. (2014) [18] they concluded that one of the social nuisances the present management is fighting is the problem of dishonesty. Some persons who have one item or the other with examination are dishonest. They take inducement from undergraduates or harass female undergraduates sexually afore they can permit them pass. Moreover, the outcome that invigilators collude with both students and other

officials during examinations to continue cheating incline to substantiate results of earlier studies (Onuka & Obialo, 2004) [19].

The research results also shown that some lecturers have a tendency to inflate continuous assessment and examination marks. This is in agreement with the findings of Makoju et al. (2014) [18], who reported that lecturers (and other school workers involved with examination score) unjustifiably pump up examination scores. The outcomes connecting to impersonation also incline the report of previous research (e.g. Adewale, 2014) [20]. For example, a student registers with his/her name but submits the photograph of another person, with whom agreement has been prepared to take the examination on his/her behalf. In this process, the students may enter another agreement with the invigilator to substitute the mercenary's pictures with his/her own or the mercenary give an off-color taken photograph, which will disappear within a limited months of production. When they disappear and replacement is required, those of the original candidate are now submitted. These findings do not seem to augur well with the school system, particularly when viewed from the point of view of the fact that lecturers are likely to be character molders.

Parents are not helping in promoting lecturers' integrity, even when some lecturers are not willing to compromise their stand; some parents tempt them to do what they do not want to do. For instance, there is a case in which due to the quest for paper qualification, a parent bought (name withheld) result for his son to read medicine, nevertheless, he bought incorrect combination. He went with his son to show the result to a professor in one of the foremost universities in Nigeria and the Professor said, "Your child won't be able to read medicine because of wrong combination in his subjects". The son interrupted by saying "but I told you that you shouldn't buy result for Economics but Physics" (Makoju et al., 2014). Till less importance is placed on paper qualification and people come to place stress on the skills acquired in order to function well in the society, the matter of academic dishonesty will linger. The enthusiasm for paper qualification is the off-shoot of policy application when importance is slowly been detached from appropriate attainment of demonstrable expertise and academic brilliance, to ownership of paper qualification, which is not supported up with sought-after skill to show for it (Nwahunanya, 2014) [21].

CONCLUSION

This study had been on academic dishonesty in which lecturers are accused. Meanwhile the study did not collect information on lecturer uprightness, it will be incorrect to conclude that lecturers do not have integrity. In addition, it is not all the shareholders in education who are participated in this study; it is possible to have some varying amount of views on the facts previously gathered. Conversely, in order to decrease involvement of lecturers in academic dishonesty, the following suggestions are recommended.

Recommendations

1. Lecturers should spend more time in course content coverage with practical (real life) examples and students ground work for semester examinations. If they do it, is likely that lecturers would not be intimidated or influenced by corrupt minds to do what they would not naturally want to do.
2. Lecturers should be contented with what they have because if you are not contented with what you have, you may not possible be satisfied with whatsoever you want. If they are

satisfied they would not partake in assisting, abetting and colluding with students to cheat because of a transient material gains they may receive from the students or their guardian (parents).

3. Lecturers should be proud of their profession and status in society. The Academic Staff Union of Universities (ASUU) should make effort to periodically draw the attention of lecturers to the ethics of their profession. It is wished that when and if this is done, most lecturers will know what to do when confronted with such trials as being bribed by students or parents or even fellow lecturers in order to have their way by engaging in academic dishonesty.

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SPIRITUALITY OF THE THIRD RENAISSANCE PERIOD

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ABSTRACT

This article covers the actual problems of today's period, in particular the further development of national spirituality and the work carried out in this regard and the tasks that must be fulfilled. The most urgent tasks before the representatives of social humanities, including philosophical sciences, are clearly stated in the program of the Cabinet of Ministers of the Republic of Uzbekistan "on approval of the concept of continuous spiritual education and its implementation measures". The president of the Republic of Uzbekistan Shavkat Mirziyoyev did not emphasize to the point of view that "another topical issue that always makes me think and worry is connected with the ethics, conduct, cultural level of our youth, in a word, with upbringing".

KEYWORDS: *Spirituality, National Spirituality, National Value, Society, Development, Upbringing, Spiritual Heritage.*

INTRODUCTION

In the history of the peoples of the world, special attention has always been paid to the issues of spirituality and enlightenment. Unlike other countries, the president heads the council and issues of spirituality and enlightenment in New Uzbekistan. In the regions, the governors of the regions and districts were appointed responsible for this work. This is one of the topical topics to be studied separately in the new Uzbekistan model. It is not surprising that other nations and their politicians are also interested in the level of public policy in the issues of spirituality and enlightenment in the new Uzbekistan. Therefore, President Shavkat Mirziyoyev's: "...the idea that, the body of the life of society is economy, its soul and spirit is spirituality "is one of the main pillars of the new Uzbekistan model. That is, in Uzbekistan a means of restoring a strong economy, as well as respecting the spiritual values of the peoples living in this land, as well as the rational use of them in terms of educating a person who is rich in spiritual heritage. And this process comes to fruition with spirituality and enlightenment. The fact that spirituality, enlightenment, education and knowledge give the economy a soul, spirit, but a strong economy does not require this proof. If attention is paid to the history and way of life of the peoples of the East, the issues of spirituality and enlightenment, decency and morality, both heads of state and thinker scientists have not been ignored. In Movaraunnahr, too, this issue is considered the main pillar in the formation of Islam. Because, it is not possible to form a strong economy without properly forming the economy. The weakness of the economy and the spirituality is associated

with the fact that actions that are not characteristic of the human quality in Enlightenment are taking place.

Analyzing the literature in this area, it will be necessary, first of all, to pay special attention to the life and works of the great thinker Abu Nasr Farabi. Because, Abu Nasr Farabi was 17 years old when he debated with mature world scientists in the field of science. He lectures on the science of Philosophy at a large conference in madrasa in the territory of the ancient Sham (now Syria). After the end of the lecture, seventy questions from the participants will be asked to Abu Nasr Farabi, and it turns out that the person answered the question holders in their native language and in their dialect Arabic to Arabic, Greek to Greek. After that, the idea that Abu Nasr Farabi knows 70 languages is widely spread among scholars of the East and West. If we look at our recent history, 112 years ago, Mahmudkhu'ja Behbudi, a jadid enlightener scientist, had appealed to young people and encouraged them to learn Arabic, Persian, Turkish and Russian perfectly. Because the times were dictating the knowledge of these languages to study secular and religious sciences. Today, starting from the threshold of the school to lay the foundation for the third renaissance in New Uzbekistan, the importance of language is important for the study and knowledge of foreign languages, the acquisition of the latest modern knowledge and the introduction of technologies into production. Therefore, the programs adopted are aimed at continuous restoration of scientific, spiritual and educational values.

The life and activity of great thinkers in the teaching of philosophical Sciences in the new Uzbekistan, their works and the importance of these works for the present day are important in the formation of moral qualities such as loyalty to the motherland, entrepreneurship, willpower, ideological immunity, kindness, responsiveness, tolerance, legal culture, innovative thinking, labor in the citizens. About the importance of society and values in it, Abu Nasr Farabi's unique works such as "The city of virtuous people", Abu Rayhon Beruni's "monuments of the past peoples", Abdulla Avlani's "Turkic Gulistan or morality", and the work of the distinguished President Shavkat Mirziyoyev, who is warmly welcomed and expressed his relations today by socioeconomic scientists, serve as a methodical program for socioeconomic scientists. From the philosopher scholars I.Saifnazarov, Q.Nazarov, J.Yaxshilikov, N.Muhammadiyev explained in their works that new comrades have appeared in relation to the values of society over the past five years.

On December 31, 2019, the Cabinet of Ministers adopted the 1059th program of "continuous spiritual training conception "and measures to ensure the implementation of the resolution of the president of the Republic of Uzbekistan "on additional measures to improve the effectiveness of spiritual and educational work" on March 5, 2019. The Presidential Decree and the government-adopted concession require absolutely new concessions in the teaching of Social Humanitarian, in particular philosophical Sciences. In the first block of "humanitarian socio - economic" disciplines of the educational plan of higher educational institutions in the period of independence, philosophy, ethics, aesthetics, logic, theology, culturology were studied in the category of philosophical Sciences. Dozens of textbooks, manuals, monographs and other brochures on these subjects were published. Thousands of lectures were made in the auditoriums. Without denying the hard work of scientists in this field in the formation and upbringing of a perfect person, it should be noted that the literature created at that time was weak in bringing the spiritual and educational process to life, moral and moral development of the citizens of New Uzbekistan. There are several factors involved in this.

The first factor is the predominance of "dry theoretical ideas", which were formed in those Soviet times and inherited from philosophical disciplines that served the ideology of the same system, the second factor is the differences between the interrogations and practices of representatives of the same sphere, the third factor is the presence of bribery among representatives of this sphere, although the occurrence of bribery between teacher and student in educational institutions of Education has been condemned as the most disgusting element in the eastern national values.

In accordance with the changes in the curricula of higher education institutions since the 2020-2021 academic year, one philosophy is being taught in the block "Compulsory Sciences". This science is of three models and consists of such components as "Philosophy", "Fight Against Corruption", "Theology". The size of the audience hours allocated to the science is 60 hours, in some areas of Education 30 hours. The student is given independent education assignments of 60 or 30 hours (50/50). In the curriculum of some higher educational institutions, this science does not exist. In society, the preservation of national and religious values associated with Man and his dignity, human dignity, protection from the negative attacks of "mass culture" and the devaluation (appreciation and devaluation) of our values, which are entering with the internet system of today, in the formation of selection and selection abilities in citizens, the importance of social Humanities, in particular, philosophical sciences cannot be denied. Therefore, the president of the Republic of Uzbekistan Shavkat Mirziyoyev noted that "the system of Social - Humanitarian Sciences is of great importance in the development of our national spirituality, its integration into the life of our people, especially our youth. Unfortunately, at present, the development of these disciplines, the process of updating and optimizing the scientific-practical and educational-educational system they belong to, is lagging behind. At the same time, there is no clear picture of the compatibility of Social Sciences with the requirements and principles of the stages of education and specialties, the needs and interests of students, bachelors and masters, the characteristics of the profession.

The most urgent tasks before the representatives of social humanities, including philosophical sciences, are clearly stated in the program of the Cabinet of Ministers of the Republic of Uzbekistan "on approval of the concept of continuous spiritual education and its implementation measures". The first of the most pressing issues is the development of a scientifically based indicator of the evaluation of spiritual education; the second is the determination of the directions of spiritual education from the moment of pregnancy to the age of 30 years, following the fullness of continuity and harmony in spiritual education; and the third is the task of gradual formation of such important values as loyalty to the motherland, entrepreneurship, willpower, ideological immunity, kindness, responsibility, tolerance, legal culture, innovative thinking, labor from childhood. These processes are defined primarily in the family, neighborhood, preschool, general secondary and vocational education system and finally in higher education institutions.

Representatives of Social Humanitarian science on the above processes of spiritual and educational upbringing and the development of indicators for their evaluation are needed in the society in relation to the literature on the subject of philosophers, historians, sociologists and political scientists, pedagogues. The network sector of the Academy of Sciences of Uzbekistan must combine the potential of scientists for this process. Now there is a second side to the issue. The use of an indicator scale to determine the nature or essence of a thing and phenomenon in

natural and exact sciences does not surprise anyone. In particular, any citizen knows how to use the simplest items to determine the power of an electric current. However, the social humanities are the object of research spiritual-the question arises whether it is possible to create an indicator that evaluates or measures enlightenment and values. If possible, the solution to this is kept by default without giving scientists an offer that is going on for two years. Programs such as "Temir daftar", "Yoshlar daftari", "Ayollar daftari" va "Mehr daftar", which began with the initiative of the president of our country Shavkat Mirziyoyev and which are being confidently launched today, have healthy moral and moral environment in the society, it acts as a spiritual indicator in the evaluation and formation of spiritual, educational and national and religious values. Representatives of Social Humanitarian science should now put forward the philosophical essence of these programs and scientific hypotheses for further development. These programs contribute to their socialization in the society by deriving the interests of a particular social layer in the society.

As a result, it is natural that this social layer becomes the most active innovative and creative-thinking layer of society. However, the formation of values such as loyalty to the motherland, entrepreneurship, willpower, ideological immunity, kindness, responsiveness, tolerance, legal culture, innovative thinking, labor should not be overlooked in other educational institutions of young people, in the non-productive network (unorganized youth) and in senior citizens. For the manifestation of these qualities it is important to ensure the combination of thought, word and deed. Because, in our mentality, there is a tendency to imitate. As long as the harmony of theory and practice is maintained in the activities of representatives of Social Humanitarian science, the rating of Science in relation to other fundamental sciences remains low.

In society, values are also important for the management of people and for the formation of a healthy spiritual environment. And values are the object of research in the socio - humanitarian sciences. The creation of the third Renaissance Foundation occupies a special place in the strategy of New Uzbekistan. Starting from the threshold of the third Renaissance education, education is a social science that studies education, in particular the values of society and applies to household - the desire and need for a new worldview to the humanitarian sciences. The president of the Republic of Uzbekistan Shavkat Mirziyoyev did not emphasize to the point of view that "another topical issue that always makes me think and worry is connected with the ethics, conduct, cultural level of our youth, in a word, with upbringing". Etiquette, walking, cultural level is the object of study and introduction of philosophical sciences. As long as devaluation(devaluation and devaluation) and degumanization cases are observed in the society, it is necessary to revise the attitude to social - humanitarian sciences, as well as to establish a dialogue with specialists who know the curriculum of this field and are able to analyze it. To do this, it is necessary to pay attention to the following factors in the process of reforms carried out in higher education institutions today.

First of all, it will be enough if the subjects in the category of philosophy are taught the general laws and categories of development, logic, society and human philosophy, ethics and aesthetics. Because, other subjects exist in the composition of other subjects and do not have to be repeated. There is a need to rewrite the text of the current educational literature also in the language of textbooks or textbooks. It is necessary to abandon violent translations from Russian and other foreign languages, avoiding thoughts and sayings that no one understands and bored the student.

The second, although in its composition it passes as a question of the plan. Thirdly, the subjects given the module "religious studies" have become the repetition of the subjects that pass in the subjects of history and education of the general secondary school. This lowers the reputation of Science in higher education system and looks at science as students are again given school material ignored. Therefore, it is necessary to re-form the module of "theology" and add a topic considering the reforms carried out in the years of independence in the new Uzbekistan and in the last five years in the relations of religion and state, and the fact that international organizations have removed the new Uzbekistan from the list of countries that cause concern. It is required to explain religion by connecting it with life and pay attention to the dialectics of national and religious factors in marriage. Because, the main part of the questions that fall on the part of students remains related to religion in marriage. Such questions can be answered by mukhaddis of Movarunnahr and enlightened scholars as well as newly adopted new law of Uzbekistan "on Land of conscience and religious organizations". From this point of view, there is a need to retrain and write this module. Today the issue of marriage in the youth marriage and where the family cohesion is not taught in the same module is taught. Some heads of higher education institutions are advocating a dogmatic worldview that the science of philosophy should be reduced when they say optimization of sciences. In this case, the base in the capital is coming out of higher educational institutions. However, the head of our state, President Sh.Mirziyoyev repeatedly noted that in the meetings of the video selectors and in his appeal to the Supreme Assembly, the sphere in which sociological scientists pay attention.

It is also necessary to develop a new concept of teaching this science in the Republic. Because, since the foundation of the third renaissance is being created, the responsibility for the upbringing of young people of a new generation of enlightenment in the new Uzbekistan in this period falls on the responsibility of higher educational institutions. So, in the preparation of educational literature on philosophy and other social sciences, the president of Uzbekistan. It is necessary to re – prepare Sh.Mirziyoyev's book "Strategy of New Uzbekistan" and the concept of "New Uzbekistan - new educational society" put forward in it. Because now the issues of spirituality and enlightenment have become part of the state policy.

It should be taken into account that the emergence of our national, spiritual and spiritual potential is not only limited to the sphere of interests of our country and national development, its scope is extremely wide, the development of mankind is also connected with the development of what level of potential in the 21st century and the predominance of the national-spirituality.

It is one of the most urgent issues that arises from this global and universal task, to fully understand the essence and content of our achievements in the years of independence in the field of national revival, to know the directions of the tasks that must be done in this direction. Among these tasks, national self-awareness and its role in the life of the nation are of particular importance.

Today, without taking into account some popular articles in this direction, no significant scientific work has been published. This, in turn, also indicates the emergence of the development of an excellent concept of national development, the theory of national, spiritual and spiritual potential. The idea of national independence, developed by the first president of our country, should serve as a methodological basis for all scientific research in the timely filling of this gap.

Understanding our national identity, national, spiritual-spiritual recovery, is a much more complicated process in real life, although it may seem "simpler and simpler" than in the suburbs. Because it is connected with such extremely complex problems as the absence of the origin of national negativity and the residence of many nations in our country. It will also be necessary to take into account the fact that there are issues in relation to national development, such as getting rid of the hardened views of the former Soviets during their rule and finding a solution to the "self" of the Uzbeks.

Spirituality, the basis of which is high morality, spiritual purity, soulfulness, subconscious conscience, firm faith is like the breath of spring. As he formed and developed, he saw how many flowering seasons in his own way, experienced the threat of persecution of the frosts. No matter how much his far-flung breath effect is, unfortunately, there are so many cold windfalls against him. Therefore, he is always, in every period of time, this test is stronger than threats, full of strength. However, the noble deeds of the owners, which give him harmony with the cycle behavior, give him strength.

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ANALYSIS OF FEATURES OF FAMOUS NOUNS IN UZBEK ARTISTIC ONOMASTICS

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ABSTRACT

The article discusses the basis of the characteristics of nouns as artistic onomastic units. Their names have also become popular among the people as the positive heroes in popular literary works have created symbolic images of their favorite heroes in the hearts of the people's representatives. This means that the issues of Uzbek artistic onomastics are a field in which scientific research can be successfully carried out.

KEYWORDS: *Onomastics, Works Of Art, Positive Heroes, Feature, Scientific, Nouns*

INTRODUCTION

We would like to emphasize that we can selectively use works of art from ancient times to the present day to find scientific solutions to the scientific theoretical and practical problems of "Uzbek artistic onomastics". Of course, the set of onomastic units selected from them should be interpreted, described and classified on the basis of scientific principles. After all, if there is a reasonable and reliable material for any commemorative purpose, its implementation will be both expedient and reliable.

Although this field is characterized by major scientific problems that need to be solved, it is a fact that so far there has been no specific research in scientific theory. It is true that several scientific studies have been conducted in this field, but they have not focused on the solution of scientifically relevant problems of Uzbek artistic onomastics. After all, we must not forget that our attitude to them is also due to our independence.

It should be noted that E. Begmatov and his students conducted observations in the field of horsemanship in scientific and practical areas. E. Kilichev did not talk about the problems and problems of Uzbek artistic onomastics in the textbook for a special course "Onomastics of the Uzbek language". Interpretation and analysis of methodological features of anthroponyms, uniqueness of anthroponyms in the works of S. Ayni, methodological features of anthroponyms in the works of A. Qahhor, anthroponyms used in the text of E. Jumanbulbul's epics, including toponyms, oykonim, hydronyms and synonyms problems are involved in scientific analysis. It should be noted that E. Begmatov and his students conducted observations in the field of horsemanship in scientific and practical areas. E. Kilichev did not talk about the problems and problems of Uzbek artistic onomastics in the textbook for a special course "Onomastics of the Uzbek language". Interpretation and analysis of methodological features of anthroponyms, uniqueness of anthroponyms in the works of S. Ayni, methodological features of anthroponyms

in the works of A. Qahhor, anthroponyms used in the text of E. Jumanbulbul's epics, including toponyms, oykonim, hydronyms and synonyms problems are involved in scientific analysis.

In N. Husanov's research he interpreted, described and analyzed the methodological features of anthroponyms in the texts of literary monuments of the XV century on the example of the meaning of names in the text of epics and poetic arts. In this monograph, the author explains that the names Bahrom, Yaqub, Hotam, Navruz, Layli, Khisrav, Majnun, Hizr, Farhod, Shirin, Jamshid and others come in nominative positions and in different senses (from two to fifteen) through the analysis of textual examples.

It is clear from the above that focusing on the scientific and theoretical aspects of Uzbek onomastics, including its scientific and practical aspects, was not the main goal of this research. Therefore, this branch of "Uzbek onomastics" also attracts the attention of researchers with its own problems, urgent problems that need to be addressed. For this reason, in this network, the methodology of famous nouns as artistic onomastic units will be the main focus.

As with the theory of famous nouns, their methodology refers primarily to the fact that fiction is created by artists who are distinguished by their individual creativity, and the names used in them are based on the artist's unique individual style and artistic style. We know that a certain part of famous nouns is used in Uzbek literature as artistic onomastic units according to the norms of use and the need for their use, the normative nature of their creation, naming and renaming.

If in "Onomastics", in particular, in toponymy toponyms, in toponymy oikonoms, in oronymy oronyms, in ethnonyms ethnonyms are the main objects of research, in Uzbek artistic onomastics are mainly anthroponyms (person's name, surname, patronymic and aliases) will be the main focus in relation to other onomastic units. Therefore, when we read works of art for the first time, and even for the tenth time, of course, we first focus on the names of heroes who have different purposes in them, that is, their names (s) are remembered over and over again. Naming is also an art. " The aim now is to draw a scientific analysis based on the naming, renaming of such names, their degree and scope.

Along with one of the special forms of nomenclature, "Uzbek nomenclature", there are several types of it, such as international onomastics, scientific onomastics and artistic onomastics. The reason is that there are units of international onomastics, scientific onomastics, and artistic onomastics as one of the different cases in famous nouns. They have individual application guidelines. In order to know the level, scope and scope of application of these norms, it is necessary to conduct research in the field of Uzbek artistic onomastics with a special scientific-theoretical content.

In this regard, it is necessary to think about the methodology of naming, renaming, use, pronunciation and usage of famous nouns in the texts of works of art in Uzbek literature. In the press, in everyday life, on radio, television, and in other works of art, especially in the text of the works of artists, individual manifestations of the processes of use of famous nouns with different and different meanings are unique individual styles. Therefore, the fact that the methodology of famous nouns in the language, more precisely, in the lexicology specific to the language, differs to some extent from the methodologies of other fields is also based on special scientific research.

For this reason, the set of artistic onomastic units, in our opinion, should consist of: 1) the name of the work of art (s); 2) names of places where the events of the work of art take place; 3) names

of heroes in works of art; 4) the name of the events in the works of art; 5) the name of the objects in the works of art; 6) names of celestial and terrestrial objects found in works of art, etc.

In contrast to cognate nouns in the appellative lexicon, onomastic lexical level, in addition to naming the objects of famous nouns from different points of view, expressive, emotional, visual states are also characteristic of them, that is, they express methodological features to one degree or another. Because international onomastics requires the performance of oral discourse, and scientific onomastics requires the performance of scientific-style analysis and interpretation, artistic onomastics prepares for scientific analysis, reflecting the characteristics of the onomastic units inherent in the artistic style.

In the methodology of names, it is necessary to show in the literature that they are given names as objects, that they are pronounced and analyzed as names and titles, and that they are one of the methodological means. At the same time, it is necessary to pay attention to the degree of correct and appropriate use of onomastic units in Uzbek literature, as well as ordinary names, because "the correct use of the name is a symbol of decency, humanity."

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SOCIO-FOUNDATIONS OF DEVELOPMENT OF HISTORICAL MEMORY

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ABSTRACT

In this article, this article provides a philosophical analysis of historical consciousness and socio-cultural foundations in the development of historical memory. As we promote national patriotism to young people, the student's minds are forbidden to incur the identity of our great ancestors, their services, their heroism as ideals in life.

KEYWORDS: History, Consciousness, Memory, Madianh, Cultural Heritage, National Mind, Historical Mind, Socio-Cultural Activities.

INTRODUCTION

Since historic memory is a complex socio-psychological phenomenon, the process of forming and developing it is also based on many socio-cultural grounds. Let's say the architectural arts, one of the cultural heritage of the Uzbek people, is created for thousands of years and is an expression of a living history. Because our historical cultural monuments are also an important tool, which provides the culture of the national pride, the emotional and historical consciousness of the historic consciousness, and the expression of historical consciousness in society, which develops the national pride. The interest in ancient monuments is not just about the beauty of the craft, but also the kindness of the Father space, the love of the mother-to-Mother. Historical monuments The society further enriches spiritual life and evokes a sense of respect and respect for the people, people, ancestors. In particular, since the early years of independence in our country, great work has been done on the development of national history, to preserve its spiritual and cultural values, preserve historical and cultural monuments. Because since the early days of independence, Uzbekistan needed to demonstrate its rich history, spiritual values, cultural heritage to the world Afkian mass.

Historical cultural monuments play an important role in the spiritual upbringing of the younger generation. If a person knows his history deeper, he only realizes his essence, the sense of the Motherland is formed. And historical monuments are invaluable in arousing a feeling of respect for the Motherland, people. The age of the 2000th and 2700 years of age in Samarkand, Tashkent and other ancient cities is a sign of how long and the history of our country is. It is reported that the national architectural national architectural monuments of our architecture is more than 50,000 as much as the Russia's invasion. Many historical monuments: during the next 135 years of colonies: mosques, madrasahs, palaves were destroyed or ruined. If the interest in the study of historical monuments, aspirations helps their history, first of all, helps to form a sense of love, their national pride, encourages themselves to be demanding. Historical cultural monuments play

an important role in the development of the historical consciousness of the individual. So ancient monuments are an important tool for moral education, along with a aesthetic pleasure of man. The study of the historical heritage, the development of young people will be the role of national traditions and values bridgers that will pass tomorrow's generation. The knowledge and skills gained by teaching historical monuments to the people, especially in the younger generation, develop and polite the historical minds of young people.

It is clear that the national mind and its main elements - historical consciousness and historical memory are not a simple feeling, but a belief based on history experience and ideological experience and ideological experience. It should be noted that the textbooks and textbooks prepared in the coming years are unable to conquer the minds of the national idea, which is developing rapidly. The reason is that today, most young people today are barring from the place of work, economic well-being, and attempts to reach royal life. True, such a prosperous life should be acknowledged, but the prosperity that moral poverty leads to the man in man in a person in a person in a person in a person in a person.

Currently, it is necessary to approach the socio-cultural problems of past experience, production forms, lifestyles, meaning, not only the norms of production, not only the norms of emergence, demands, demands and needs. The reason is the rules, traditions, as well as the ethical values, which are the rules, traditions, as well as their ideological basis, are reconsidered and re-rated. The role of historical phenomena, situations and individuals (prices) will change in the spiritual hierarchy of yesterday. History will become a political struggle area and an ideological landfill. The same is true of life charking, the laws of historical development apply to this zilel.

When given, history is becoming an ideological factor and weapon in the hands of forces, party, and groups that are trying to involve as many Ommies as possible as much as possible to its side. We also see this in the socio-political movements in the world. Corporate interests are undermining the principles of objectivity and scientificity. As a result, the historical fact is beginning to accommodate, falsify, thoroughly, and metaphor.

That is why the development of sociological and pedagogical approaches to the formation and development of historical consciousness is a significant factor in the implementation of historical consciousness in young people (especially students). The study of the laws and trends of the historical consciousness under the influence of globalization processes is important to determine the positive and negatives of this impact. At a time when today's ideological attacks, the historical consciousness forms immunity in human attacks and forms the function of analyzing the socio-political and historical causes of various historical claims. In addition, they use historical conscious style in young people using historical consciousness, pride of the people, historical patriotism, their own nation, as well as the ability to formulate national pride, national pride, national or-honor. These features are a support for a person's patriotic growth throughout the country, through a solid foundation to ensure its sustainable future. This is the basis of socio-pedagogical goals.

By the end of the twentieth century, the threat that threatens our national independence is efforts to falsify the history of the Uzbek people. In particular, a number of ideologists abroad went to promote the mistake of saying that division is wrong and harmful, as Turkmen, Turkmen, Uighur. This ideological threat is to question the Uzbek people, of which the Uzbek people are a separate nation, and now, and then the concreatification of Turkish communities, deny national identity.

Currently, the most famous model of the historical consciousness is the theory of the history of German historians and culture Yorn Ryuzen. This theoretical is that the theoretical is the need to consider his socio-cultural aspects, emphasizing the importance of the historical consciousness in society. According to Rühen theory, the main method of overcoming the crises of historical consciousness is historical difference, using it, and experiences of the past in memory in the form of separate events will be formed and meaningfully. Rüuzen has highlighted the four types of the charity representing the progress of the historic consciousness. These are traditional, exemplary, critical and genetic types. According to the German scientist, the historical consciousness evaluates the past today in terms of today's and expected future and forming the opportunity to find the right path in practical life [5. S.122-128.].

As we promote national patriotic to young people, we must first instill in the life of the student of young people, their services, their services, heroisms in life. Only then is the spiritual, patriot descent. In the current political, ideological calissum, national history and historical consciousness form an immunity against the national spiritual alarms that can occur in the minds of youth. Today, in a number of regions of the world, it is a vivid example of this that different forms of alienations between the youth layer.

The need to study, know, understand, shows many studies, and the society will transform a socio-political situation and are moving abroad. Especially during the transition from one model of social development, complex and controversial processes occur in the spiritual life of Society, and the social consciousness occurs sharply, and the prevalent regulations, traditions, as well as their ideological values, passes through review process. The government, which ruled in the recent past, did the same thing that the idea was to break the old world and build a new world in the ruins, and then build a new one on the rubble. As a result, many historical traditions have been insisted on the spiritual tradition of the new era, and classes were disrupted, physically destroyed. But now it has already been eliminated by history of history, which has corrected its mistake and rally ruled more than 70 years. In 1965, the following epication was written when the Avar poiir Rasul Hamzatov was announced: "Whoever shows the past, the future shoots it from the shock!" Interest in history, the desire to explore the past, the desire to expand the truth about their leaders, the desire to expand the meaning of their own people, the desire to expand their own people, are striving for history, their own country, their own people's roots, their own country of history, the desire to know the lessons of history, the experience of the past developed generations, are of the pursuit of history.

Another important factor that forms the historical consciousness is the culture, national mentality, customs and traditions of the people. The younger generation that goes to life now is starting to grow up in a specific custom of understanding, and inherited pictures from their ancestors is automatically, without thinking. Such an honor for such an honor for the socialization of the younger generation. In time, while human gright, man is interested in how he has and what content and essence he comes, while he participates in a ceremony and holiday. The attitude of man to customs and ceremonies varies through his life. Because the large turns in society, traditions and traditions are dramatically transformed during social cats, new traditions, celebrations and ceremonies appear. An example is to cite ceremonies, formed during the years of independence, "Day of Remembrance and Honor", "Memorification of Qaeda". This newly emerging tradition should have its own historic and root, as they meet the spirit of the new era and serve the current needs. There is only a new organized by the

past, and then by restoring forgotten orely on the restraint. In our opinion, the rituals, ceremonial and traditions, to recognize his past through the present, to identify the "junior jungle", i.e.

For example, it is natural for the world to understand the world, "Ikebana," said Pilaf. The person holds a man in the etiquity: external control (speech from penalty), internal control (conscience), public opinion (not forget). Today, a number of areas, public and societies around the world are implementing various projects to preserve the historical consciousness, strengthening historical memory, and the preservation of the cultural heritage. For example, in Serbia, national holidays "Vanansot Knits" will be held in August to develop historical patriotism and maintain the historical consciousness of the younger generation, for example. A similar festival in HO is held in Tibet, the difference is more relevant to more religious value and customs. It ensures the development of religion and history in the harmony of religion and history in Tibetan population.

The basis of the historical consciousness is a team. "In the West, Individualism in West, Team In Uzbeks Priority" [2. - B.10.]. Western individualisms, in our opinion, plays a negative role in the formation of nigliistic moods to history. Only a social group, community or other union is second for only a social group, community or other unity for a person who thinks only of himself, is his owner. During the transition to market relations in the West, the alcohol began to escalate. The manufacturer of material manufacturers, produced goods, especially as a stranger from the manufacturer, is, is, from the first one, farther away, and later brothers and brothers, parents and children, land in the recent past. And reached the wife to agree. The negative defects that are artificially rushed at the end of the twentieth century, as if the negative vices of democracy (mas. Homogeneous marriage) is the last phase of this alienation process.

The role of the historical atmosphere, opinions, attention and antipathy of the society, arts, art and illustrates, in the context of literature, art and illustrates, are very huge. The role of the book is invaluable in the formation and development of the historical consciousness of youth. The reason is that reading reading and reading has always played an important role in the formation of a person's worldview, his own thinking and speech. The reading requires the role of the reading during the globalization of the current news, such as adoption, analysis of various information, effective use of the necessary aspects. President of the Republic of Uzbekistan Sh.M. Resolution of the Mirziyoyev, adopted on September 13, 2017, the program of the "Development of the system of publication and dissemination of book products and the development and promotion of reading teaching culture" Resolution No. 317. - B.5.] (On January 12, 2017, as well as the decree of this issue) is also the printing of art, educational, popular literature, educational institutions aimed at prolonged art, educational literature aimed at increasing the intellectual and spiritual potential of young people, The sorting of mature works of national and world literary literature is aimed at the delivery of readers closer to readers and developing the culture of reading reading in citizens.

In recent years, the issues of many history and literature on historical and artistic topics aimed at further brightening of our national history in our country, briefing them in the world and their supply to libraries are growing. At the moment, it is very necessary to increase such literature in the study of the study of our national history. In addition, the young generation is the main, improvement of the younger historical literature and improving their historical consciousness and one of the key. Because through reading reading, the spiritual world of the individual develops, historical memory will strengthen. This will serve a strong formation of the spirit of society.

Historical consciousness, historical memory, and the right personality of the nationality will be the spiritual basis of knowing the future, too, [4. S. 53-56.]. To this end, it is to translate and publish the works and the publication of the works of abroad, publications, classical, educational, educational, educational, educational, educational, educational, educational, educational, educational, educational, educational, educational, educational, educational, educational and educational significance, and publishing intellectual potential. As students learn subjects in the educational process, students develop subjects, through reading additional literature, newspapers and magazines, develops the understanding of events and events. In addition, reading is practical assistance in students in the formation of practical ways of connoising society and the state.

In the understanding of national identity, the formation of historical memory should be paid to historical and historical books and reading reading processes. "Raude reforming of libraries, systematic improvement of it, they need to become active in the data transmission centers." [3. - B.123] should be noted.

The worldview is all, if necessary, how to have each child's unique and self-suffrage, leadership qualities, leadership qualities, and the quality of leadership qualities for human beings for human beings, such as the qualities of leadership First of all, the experience of life affirms, first of all, that it is related to its innate nature, at the same time, that it is inextricably in the family that is inextricably. At this time, the child begins to understand and understand,, absorbed all the impressions in the family, like prints, the impressions of them, their impressions.

The rules of the Normal life of the society and the state will be developed in the pressure, especially students, which will raise the development of the historical consciousness and historical memory of our country, form the skills of the world, its own people, and its position in its place correctly. , adapts to current conditions. It is strengthened by personality spiritual consciousness through reading a book, developing a person of reading culture. This means that the book is always serving as a source of serious historical knowledge. They can sometimes be an artificially created interpretation of the past. Therefore, choosing the right choice of what is to - is primarily helping the nations cooperate with tolerant. Instead, it can lead to long storage, the emergence of social tensions and bring conflicts.

While the SCO, the Shanghai Cooperation Organization (SCO), also issued a statement on the world's largest influence on three major threats - Terrorism, the second is separatism, the third - extremism. The second threat is separatism - the idea of disintegration of the country, based on the idea of divorce, and, of course, seeking facts, events and heroes serving this purpose. History accompanying, falsification occurs by creating historic memory, creating history and textbooks that serve narrow political interests. The original reason is to manage the social consciousness to fight for power, political, social status.

The historical consciousness of the specific number of people and historical memory consists of the complex mixture of the rest of the past generations, simple imaginations and assessments, traditions and customs. They help us to enrich the spiritual world, but remains simply. Currently, based on national and universal values, the spiritual awakening of the nation, and increasing the country's intellectual capacity is becoming one of the priorities. In this sense, the importance of national and spiritual values in the formation of the historical consciousness is growing. The formation of historical consciousness depends on the level of attitudes toward the past, learning and using it is forming a historical consciousness. Analysis of the literature in the past and near the historical consciousness, analyzing the description and interpretation of the West, analyzing

the features of the West reveals sharp differences from the same uniqueness, relations and values in our country.

It is a stronger in the worldview of our people in Uzbekistan, without knowing the true history and future. After all, studying history experience, the deep understanding and understanding of complex socio-political events of our time, creates opportunities for new development plans to appreciate and appreciate our freedom, independence and prosperity.

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ANALYSIS OF ABANDONED AND ORPHAN HEROES IN J.K. ROWLING'S "GARRY POTTER"

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ABSTRACT

It has to be mentioned that Orphans have been an ideal and most popular motif in fictional stories for centuries. The primary reason for this popularity was that orphans have been a common problem in society since a long time back in history because of wars, epidemics and diseases. This article analysis the image of orphan heroes in modern fiction "Garry Potter".

KEYWORDS: J.K. Rowling, Fantasy, Novel, Orphan, Orphan Hood, Abandoned Child, Plot, Main Hero.

I. INTRODUCTION

Portraying the struggle between orphanhood, loneliness, evil and goodness, through the image of abandoned and orphaned children, has been one of the main motifs of world literature for centuries, and its earliest examples can be seen in some classic fairy-tales such as Cinderella, Hensel and Gretel, Snow White, Zumrad and Kimmat and many others [1, 4].

Even though humanity is not suffering from the disasters that existed in middle ages contemporary writers still try to create orphan heroes and often describe orphanhood in their works. Taking as an example the most successfully created heroes we can say that it is still a frequent and recurrent theme in modern literature. According to Louise Tilly who discusses child abandonment in her article "Child Abandonment in European History: A Symposium", children were often abandoned because of poverty and disease. The reason why ordinary people adopted abandoned children was because children were a necessary factor for the economy [3, 5].

Later, these images began to appear more often in the genres of children's literature, such as short stories and novels. Commonly, they appear in bildungsroman's where the writer shows the growth of the hero from childhood to maturity. (*Jane in Charlotte Bronte's "Jane Eyre", Pip in Charles Dicken's "Great expectations" and David in "David Copperfield"*) They are usually chosen among mentally depressed heroes who have lost their parents at an early age and have been in the care of their close or distant relatives or even complete strangers, being deprived of adult kindness and family warmth.

II. LITERARY REVIEW

English children's writer J.K. Rowling's "Harry Potter and the Legendary Stone" also features a number of orphan images, which differ sharply from each other by their worldviews, thoughts and dreams. This article analyzes how the conditions in the life of the three orphan characters in

the novel, Harry Potter, Voldemort, and Neville Longbottom, influenced their personal development in their youth.

This work is written in a fantasy genre - a genre of fiction in modern literature. According to the requirements of the genre, the events take place in a magical world that is completely different from the "real" world in which we live [2, 18]. However, many images in the novel evoke the reader's human emotions and deep feelings of sympathy for the protagonist.

When J.K. Rowling started writing the novel, her mother died, therefore the author's personal feelings reflected in her writings. Although Rowling was not so young to be called an orphan when she lost her mother, the loss, the pain, the darkness, loneliness and the sadness that tormented her so much influenced the personality of her protagonist.

The play begins when one-year-old baby Harry Potter's parents are killed by the evil sorcerer Voldemort and abandoned in front of the home of Hogwarts School of Wizards principal Albus Dumbledore and his deputy Minerva McGonagall Harry's only cousins Vernon and Petunia Dursle. Thus, the protagonist lives in this apartment for ten years, "unhappy, without light." Not a day went by without the rudeness, urges, and insults of his aunt Putunia, his cousin Vernon, and his cousin Dudley. The Dursleys hate magicians and treat them very coldly.

The novel begins with the abandonment of a one-year-old baby Harry in front of the door of Harry's only relatives, Vernon and Petunia Dursley. After the evil sorcerer Voldemort killed the child's parents, the director of the Hogwarts School of Witchcraft - Albus Dumbledore and his deputy Minerva McGonagall decided to leave Harry under the care of his relatives.

Thus, the protagonist lives in this apartment for ten years, "ten unhappy and hopeless years" followed one after another. Not a day passed without his aunt Putunia, his cousin Vernon, and his Cousin Dudley's rude treatment. The Dursleys hated magicians and treated them very coldly.

III. ANALYSIS

While describing the pictures of Dudley, which were, hang in the living room the author gives a vivid evidence that there were no signs of another child living in the apartment and thus, making the readers understand the loneliness of a poor child and feel compassion towards him.

"Ten years ago, there had been lots of pictures of what looked like a large pink beach ball wearing different-colored bonnets - but Dudley Dursley was no longer a baby, and now the photographs showed a large blond boy riding his first bicycle, on a carousel at the fair, playing a computer game with his father, being hugged and kissed by his mother. The room held no sign at all that another boy lived in the house, too."[4, 12]

There were two big rooms for the spoiled child of the family but only the narrow closet under the stairs served as a bedroom for their abandoned nephew. The picture of this room is given as follows in the work: *"Harry was used to spiders, because the cupboard under the stairs was full of them, and that was where he slept."*[4, 12]

Probably, because he lived in a cramped, tasteless cupboard, Harry grew thinner and smaller than his peers. In Dudley's old clothes, Harry looked even thinner and smaller, because Dudley's body was four times bigger than Harry's was. The family of Dursleys openly showed their hatred of the orphaned Harry, and they even considered him as something disgusting, not a human being. It was normal for them to speak bad words about him as if the child was not beside them,

ignoring his dignity. Harry, who did not even imagine his connection with magic, sometimes had unusual incidents, for which the Dursleys severely punished him. Harry was often imprisoned in a cupboard for unclear for him reasons, and he sat there being hungry for a long time.

At such times, he wished that another relative would come and take him away, and sometimes he just wanted to feel someone's affection to him. All these show that the child grew without anybody's care being completely alone.

It should be noted that Harry is not the only character in the novel who has been abandoned and deprived of parental love. The negative character described in the book, Voldemort, a villain who killed Harry's parents, also grew up in an orphanhood[1, 22].

Both Harry and Voldemort had a similar fate, who became orphaned at a very young age. However, their character was very different. These heroes grew up hearing insults during their childhood because they were different from ordinary people. Eventually they become fierce enemies as they used their magic for various purposes.

Voldemort becomes a cold-blooded killer under the influence of his lonely and unhappy childhood, and uses all his strength and anger to do evil. After the abandonment of his parents, he spends eleven years of his childhood in an orphanage. A life spent in absolute social isolation has a great influence on his personality as can be seen from the following passage:

"Grew up in London, at Wool's Orphanage, after his Muggle father abandoned his pregnant witch mother, who died shortly after childbirth. The young Tom Riddle (his given name) was always strange, and seemed to bully other kids at the orphanage despite there never being any real evidence of his actions."

Voldemort's unnatural and cruel behavior makes him a "stranger" that no one likes. Throughout his life, he suffers from feelings of abandonment and uselessness, which makes him a ruthless person who does not trust anyone. One of the teachers at the School of Magic describes Voldemort as follows:

"Very few people know that Lord Voldemort was once called Tom Riddle. I taught him myself, fifty years ago, at Hogwarts. He disappeared after leaving the school... traveled far and wide... sank so deeply into the Dark Arts, consorted with the very worst of our kind, underwent so many dangerous, magical transformations, that when he resurfaced as Lord Voldemort, he was barely recognizable..." [6,281]

Apparently, Voldemort was one of the most gifted students of Hogwarts in his youth, but then he followed the dark forces and began to use his magic to achieve his evil goal. In contrast, Harry uses magic and power to do good. In short, through these two images, the author tries to show that good always triumphs over evil.

Neville Longbottom, one of Harry Potter's friends at Hogwarts, was another hero who grew up without parents. Neville was a very emotional and introvert character. In fact, Neville's parents were alive, but they were mentally ill and could not take care of him. Therefore, he is portrayed as an abandoned child. Neville's past was not much different from Harry's and Voldemort's. He was also a neglected child, and his self-confidence was constantly undermined by his grandmother.

Deprived of the strong affection of his parents, the childhood years had a profound effect on the formation of Neville's personality. He did not share his feelings with anyone; he was like hiding himself behind a strange shield.

IV. CONCLUSION:

Thus, the fact that orphans of the same fate, who grew up without a protector and were humiliated, are formed into different personalities, the writer could skillfully illustrate how deeply their childhood experiences had left a mark on their psyche and their choice of life path. As, Cecilia Friis states, *recurrent feeling of abandonment Voldemort experiences, firstly by his parents and secondly at the orphanage, puts him in a situation where he is incapable of feeling trust in people, especially in the adult world*[1,10].

Despite humiliations of his relatives, Harry grows into strong-willed boy, who could overcome all the obstacles and took a revenge for the death of his parents. On the contrary, the grief of Neville makes him a vulnerable character.

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COMMONALITIES OF ENGLISH AND UZBEK BLESSINGS

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ABSTRACT

The article dealt with some common features of English and Uzbek blessings. First of all it addresses the issue of the genesis of the word blessings in English and Uzbek literature. A blessing is a source of artistic thinking, created by human intellect and preserving the attention and attitude of ancient people to the realities of life, customs and morals. It is understood that the name of God is referred to by various names, such as "Lord, Heaven, God, God Almighty, Heaven father."

KEYWORDS: *Blessings, Folklore, Good Wishes, Applause, Literature.*

INTRODUCTION

The part of speech that consists of the expression of good intentions, good intentions expressed in the course of a life event, a specific emotional condition or a ritual associated with a specific domestic need, daily life, human activity, which has been living since ancient times, is called blessings.

Like other nations, the British have a long history, various national, religious holidays and ceremonies. Like most Europeans, some of their religious holidays are celebrated in churches or family gatherings. In English, the holiday is called Holiday. In this case, the English word "holy" in Uzbek means "sacred", and the word "day" means "day".

During the holidays, the English go to church and give various blessings in the name of the god. In many cases, the clergy of the church pray for the forgiveness of those who come, asking for forgiveness for their sins.

In English, praying is called blessing. For example, "May God bless you". The word "bless" used in sentences such as "Heaven bless you", "Lord bless you", "Let we thank Heaven for everything", "May God Almighty bless you" can confirm our opinion. It is understood that the name of God is referred to by various names, such as "Lord, Heaven, God, God Almighty, Heaven father."

In the folklore of all peoples, blessings arose in genetic connection with the belief in the magic of words, and from time immemorial has been used in certain socio-domestic, ritual-magical functions. They have always been ideologically and artistically developed throughout their development.

DISCUSSION

When we read the poems of a number of French poets, they include "blessings," "blessings," "Amen!" The presence of such words as "God" and "God" indicates that in this nation, too, blessings is formed as a rare masterpiece of the art of speech. In particular, the following verses of the French poet Eugène Guillevic can be considered in this regard:

Олқишладик ишқ ўтин гоҳ пайт,
Гоҳо унга ёғдирдик лаънат.
(We applauded with love of fire sometimes,
sometimes cursed him)

In these verses, blessings means good wish, and curse means evil, curse. The following verses from the poet's poem "Song" can help to strengthen the concept of the spirit of blessings and the form of expression:

“Омин!” дер она ер. Қайғугатолар –
Инсонтобутинибағригаолар.
“Омин!” дебшивирлар.
Бирқисқа калом.
Бу балки видодир, бу балки салом.¹

The combination of "a short word" in the poem makes the form of blessings compact, and the phrase "maybe it's a farewell, maybe it's a greeting" gives rise to an idea of its semantic types.

Another French-speaking poet, Bernard Dade, in his poem "Prayer in the Farang Sound," sounds like blessings for his creation:

Золимлар ахлидан
кутқар, Худойим.
Жоҳиллар жаҳлидан
кутқар, Худойим.
Жосуслар сеҳридан
кутқар, Худойим.
Озод қиламан деб алдаётган Европанинг
алдамчи меҳридан
кутқар, Худойим.²
(From the people of the wrongdoers
save me, my God.
The ignorant are angry
save me, my God.
From the magic of spies

save me, my God.

Europe deceiving me that I will be free

out of deceitful kindness

save me, my God)

All this indicates that all nations have a genre of blessings, but that they first appeared on the basis of belief in the magic of words, and then began to find a solution to various social realities in their content, closely connected with the realities of social life.

Blessings has risen to the level of value in terms of its ability to have a positive effect on the human psyche, passed down from generation to generation, and has gained a tradition in terms of its specific purpose of performance and style of expression.

It has been passed down from generation to generation because of its creation in a certain traditional form and content, its purpose, function, place and time.

It should also be noted that the form of blessings is somewhat stable, but the ideological content is evolving in line with changes in social life. This is especially evident in the case of ceremonial blessings.

A blessing is a source of artistic thinking, created by human intellect and preserving the attention and attitude of ancient people to the realities of life, customs and morals. Interestingly, despite the fact that these peoples live in different geographical conditions and speak different systematic languages, have different religious beliefs, there are some typological features among their blessings.

In particular, blessings attracts attention, first of all, for its ability to influence the emotions of people, regardless of their nationality. They artistically express a person's love for man, sincere and kind attitude, good wishes.

Blessings is an ancient genre in terms of ancient people's belief in the magic of words, mythological notions about the other world, the spirit world, patron cults, formed on the basis of religious beliefs.

English ethnographer J.J. Fraser encourages us to distinguish between the two forms of magic. The first is "homopathic magic" ("homo" is the Greek word for "similar, the same"), in which a person's actions are intended to influence him. For example, a person's hair is meant to be damaged by burning, burying or scattering nails. In this case, it is understood that hair, nails, etc., are equated with the person himself.

J.J. According to Fraser, another form of magic is based on communication between people. It takes into account the fact that people interact with each other negatively or positively through the power of words. So blessings is a form of communication magic as a genre that relies on the power of words.

Consequently, the ancients believed not only in the magic of words, but also in the existence of another world, the world of spirits, and understood that it is entered through a magical word, which also communicates with its representatives through such words., between mountains and rocks) before entering.

In the same way, it is not in vain that epic heroes use mysterious words taught by an auxiliary patron to transform from one form to another as a special motive in fairy tales. to say that it was a necessary condition to say, and to do so in a ritual appearance. Gradually, such notions led to the ritual-magical nature of blessings and to the strengthening of certain rituals in the rituals.

From time immemorial, it has been believed that a good word can raise the dead, and a bad word can kill the living. Therefore, from ancient times, various spells, blessings and prayers were recited on top of the dead. On the basis of such beliefs, blessings for the purpose of wishing goodness and kindness to man, as well as curses that contradict him in terms of content and function, have emerged. Uzbeks have created folk proverbs about it, which say, "A good word is the nourishment of the soul, a bad word is the key," "A good word is the oil of the heart, and a bad word is the stain of the heart."

It is noteworthy that such proverbs about the word good and noble are also found in the English. For example, "Evil words destroy one's friends; wise discernment rescues the godly". - Translation: "Bad words destroy friends; Wisdom saves the godly."

Or: "A gentle answer turns away wrath, but hard words stir up anger". - Translation: "A soft answer returns anger, but harsh words provoke anger."

"Gentle words bring life and health; a deceitful tongue crushes the spirit". - Translation: "Soft words bring life and health, lying language crushes the soul."

Apparently, since ancient times, people have believed that the word has supernatural powers and magical properties because they do not have a correct and deep understanding of the objective reason for the positive or negative impact of the word on the human psyche. They imagine that a good word brings health and happiness to people, while a bad word brings them unhappiness.

This has led to the division of existing words into two - good and bad words. Therefore, in the structure of blessings, there are a lot of words that are mainly well-meaning, methodologically positive. If in this they are studied in comparison with curses, this picture becomes even clearer. For example, curses often use words that irritate the human flesh, frighten the heart, and shake the heart. Words like death, death, blood, break, disappear, rot, and so on are among them.

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PROJECT ACTIVITY AS A WAY OF ACTIVATING COGNITIVE ACTIVITY

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ABSTRACT

This article discusses the use of the project method in the study of a foreign language. The project method is an effective way to motivate students, involve them in the creative process, teach them how to search for the necessary information, work with authentic materials and apply the acquired knowledge in practice. The project method contributes to the stimulation of creative thinking and creative self-realization, forming the language competence of students. In the process of completing the project assignment, students also learn to critically analyze the information they are looking for, search for solutions to various problems.

KEYWORDS: *Project Methodology, Language Competence, Critical Thinking, Motivation, Staging, Self-Realization, Integration, Creativity, Heuristic Combination*

INTRODUCTION

At this stage, in analogy with the requirements of the standards of the second generation, the personality of the student, his self-development, self-improvement is placed at the head of education. The purpose of education is to teach the student to learn. The ability to independently manage one's own activity, to manage oneself as its subject, is formed and developed by the student by the teacher. The development of the students' ability to independently solve problems in various fields and activities based on the use of social experience is the main meaning of the competence of the approach to education, an element of which is the students' own experience. As for the history of the emergence and development of the method of educational projects.

The project method can contribute to an effective solution to the problem of teaching a foreign language as a means of intercultural communication, which allows you to implement the most difficult task for the methodology in using the language in practice - creating a language environment, as well as the need to use the language in practice.

Back in the 20s of the 20th century, the project method, otherwise called the problem method, arose in the United States. He contacted the ideas developed by the American philosopher and educator J. Dewey, as well as his student V.Kh. Kilpatrick, J. Dewey proposed to build learning on an active basis, through the expedient activity of the student, in accordance with his personal interest in this particular knowledge. Hence, it was extremely important to show the students their personal interest in the acquired knowledge, which can and should be useful to them in life.

But why and when? In this case, the problem is important, familiar and significant for the student, certainly connected with reality.

The leading ideas of D. Dewey can be summarized as follows:

- a person, actively adapting to the environment, constantly changes it on the basis of the practical experience gained (education for survival);
- the essence of education is the constant transformation of the expanding personal experience of the student;
- the main goal of education is self-realization of the individual based on the satisfaction of its pragmatic interests;
- the basis of training should be the principle of "learning in the process of activity", as it corresponds to the activity essence of the child and provides a connection between learning and life, play, work.

The ideas of project-based learning arose in Russia almost in parallel with the developments of American teachers. Under the guidance of the Russian teacher ST. Shatsky in 1905, a small group of employees was organized.

At this stage, the project method as a pedagogical technology is successfully implemented in the study of various disciplines, in extracurricular and circle work at all levels of education; is reflected in the scientific research of many teachers (A.N. Zemlyanskaya, N.V. Ivanova, N.V. Matyash, V.D. Simonenko, I. Bondarenko, and others).

With regard to the Russian language and literature, the project method is a purposeful, generally independent activity of students, carried out under the guidance of a teacher, aimed at solving a creative, research, personally or socially significant problem and at obtaining a specific result in the form of a material product.

The main goal of the project activity is

- understanding and application by students of knowledge, skills and abilities acquired in the study of various subjects (on an integration basis);
- increasing the motivation of students in solving problems;
- development of creative abilities;
- the formation of a sense of responsibility;
- creation of conditions for cooperation relations between the teacher and the student.

Tasks of project activity:

- Training in planning (the student must be able to clearly define the goal, describe the main steps to achieve the goal, concentrate on achieving the goal throughout the work);
- Formation of skills for collecting and processing information, materials (the student must be able to choose the appropriate information and use it correctly);
- Ability to analyze (creativity and critical thinking);

- Ability to draw up a written report (the student must be able to draw up a work plan, present information clearly, draw up footnotes, have an understanding of the bibliography);

- To form a positive attitude towards work (the student must show initiative, enthusiasm, try to complete the work on time in accordance with the established work plan and schedule).

An equally important result of the project activity is the activation of the student's socialization processes.

Key competencies that students acquire:

- willingness to solve problems
- technological competence,
- readiness for self-education,
- readiness to use information resources,
- readiness for social interaction,
- communicative competence.

During the implementation of student projects:

1. Formed and practiced: the skills of collecting, systematizing, classifying, analyzing information; the ability to present information in an accessible, aesthetic form; the ability to express one's thoughts, to prove one's ideas; public speaking skills (oratory); ability to work in a group, in a team; ability to work independently, make choices, make decisions.

2. Expand and deepen knowledge in various subject areas.

3. The level of information culture is increasing, which includes working with various equipment (printer, microphone, camera, video camera, etc.)

4. The student thoroughly studies the computer program in which he creates a project and even more - programs that help to better present his work.

5. The student has the opportunity to translate their creative ideas into project and research activities, which is an integral part of education and one of the areas of modernization of modern education.

It is expedient to use the method of projects in Russian language lessons as a component of the education system along with systematic subject teaching.

Types of projects most often used in the lesson:

The direction of the information project is to collect information about some object, phenomenon for the purpose of its analysis, generalization and presentation of information about some object to a wide audience. In a role-playing project in literature lessons, literary or historical characters are most often used, fictional characters whose roles are played by students. As an example, we can give a lesson in the study of fables by I.A. Krylov. The students presented the project in the form of a dramatization "Historical prototypes of the heroes of the fable by I.A. Krylov" "Wolf in the kennel". Staging of episodes of fairy tales by A.S. Pushkin, S. YaMarshak.

The most free and unconventional approach to the design of the results involves a creative project. These can be albums, theatrical performances, works of fine or decorative art, video films. Competitions of creative works for the work of P.P. Bazhov "Malachite Box". Illustrated collections of proverbs, electronic collections of illustrations for works.

The Russian language as an academic subject is a fertile ground for project activities. Teachers often face such problems as lack of interest in reading among students, narrow outlook, lack of analysis and generalization skills. Interesting work in groups gives the children the opportunity to feel the subject, gain new knowledge, and the teacher to solve learning problems. Research project on the Russian language - the structure of a scientific study. It includes the substantiation of the relevance of the chosen topic, the designation of research objectives, the obligatory putting forward of a hypothesis with its subsequent verification, and discussion of the results obtained.

At each stage, the role of the teacher is important and transforms during the execution of tasks. The teacher can act as a consultant, assistant, observer, source of knowledge and coordinator. The key task of the teacher is not the transfer of specific knowledge, but the ability to teach students how to competently work to obtain the knowledge itself. Consider how the project method is applicable in integration with extracurricular activities in practice. As part of the study of the topics set by the program, international students study the topic "Art" in Russian. At the preparatory stage, students acquire a stock of active vocabulary, subsequently applying it in practice in communicative situations and dialogues. During the topic under consideration, students are invited to visit an art museum, or an art gallery. By visiting the museum, students have the opportunity not only to learn the works of art of classical and modern masters, but as a result to prepare a mini-project with an overview of the exhibits they have seen, introducing active vocabulary. Students need to choose the exhibit that they liked the most, find information about the author of the work and the history of the creation of the presented exhibit, presenting the information in a form they like. This task is heuristic in nature, which is aimed at understanding the role of project activities in a foreign language, as an integral part of the formation of an independent trajectory of knowledge of the student and teacher. It is aimed not only at revealing the creative potential and self-realization of students, which is important in the preparation of successful specialists, but also at the formation of important skills and language competencies.

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THE USE OF MODERN INFORMATION TECHNOLOGIES IN THE PROCESS OF STUDYING THE THEORY OF LIMITS

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ABSTRACT

The paper pays attention to using the computer in the preparation process of the future bachelors of mathematics as an effective learning tool. It is marked its role as a means of visual and dynamic presentation of the information, it is disclosed its use in the material of the course —Mathematical Analysis, namely, during the introduction and consolidation of such concepts as the limit of a numerical sequence, limit of a function.

KEYWORDS: *The Principle Of Visual Learning, Mathematical Analysis, The Limit Of Numerical Sequence, Limit Of A Function, Information Technology.*

INTRODUCTION

Today we are witnessing how computerization penetrates into all aspects of our lives. There are practically no spheres of activity, wherever computers are not used: financial operations, engineering, communications and printing, modeling and construction of new facilities and more. It is difficult to imagine our life without these operating and multifunction tools. Therefore, it is important to teach various computer skills at all levels of the education system.

Using computer technology in education is a powerful new stimulus for the further development of the teaching science. There is a need for research to find new and effective techniques, methods of using computer technology that expand the possibilities of the educational process.

In recent years, pedagogical and methodological developments demonstrate the comprehensive implementation of information and communication tools in education and science. Today, many leading pedagogues turn increasingly to the use of these tools in the modern educational process, among them: M.P Lapchik, V.A. Dalinger, K.A. Zuev, N.V. Sholokhov, P.I. Sovertkov, I.V. Robert, S.I. Shapiro, B.S. Gershunskiy and others. Most of them take the consideration of various approaches to the use of computer technology as a learning tool.

The computer can act as a subject of study, as a learning tool, and as a tool for scientific research. In this connection, it solves the following problems: execution of complex computing operations, analysis of the experimental results, the construction and interpretation of mathematical models, and so on.

Applications of the computer in the learning activities are mainly limited to its use as a —big calculator, —information textbook tool for controlling students' knowledge and less – as a performer of other functions. Moreover, its advantages and opportunities for learning are

generally not fully disclosed. When using the computer, students master the learning material at their own speed, their knowledge are objectively evaluated, simultaneous feedback is carried out, they get a wide range of information to be provided in a variety of images [1]. On the other hand, using the computer, teacher can take into account the individuality of students, pay more attention to them, get rid of routine work when searching for information, include various exercises, while spending a minimum of time for creating tasks, and as a result, spend more time for improving his intellectual level and professional skill.

No doubt, such use of computer solves many educational and psychological problems during the learning. However, the possibilities of this technical tool are much broader. In addition, information technologies have a significant impact not only on the learning process, but also on the development and education of students. They stimulate and create motivation, provide the dynamism of the learning process, stimulate learning and cognitive activity. Information technologies alone cannot always ensure efficiency of learning, but they can be a means of improving the current educational process [2].

The primary role in realization of these possibilities falls on the shoulders of teachers of higher educational institutions. In this connection, it is necessary to pay the due attention in pedagogical higher educational institutes not only to teachers of computer skills, but also to teachers of other disciplines (of humanitarian and natural-mathematical cycles) in their training the basics of modeling with the use of the application software. Teachers must be not only subject teachers, but also teachers having basics of didactics and new technologies of education.

M.P. Lapchik noted that the computer science is not so much the content as the methodology [3]. For this reason, all the teachers – as in general all the experts – must become teachers of computer skills; and computer literacy of young people must be formed in a constant communication with the computers in the classroom in all subjects, and during all the years of schooling. However, there is a need for advanced study of computer science as a specialty.

One can use such effective technical tool as the computer in all stages of study. Its use should not be limited to the laboratory studies; one can use it during lectures, practical lessons, tests, and coursework and diploma projects.

When the perception of the new academic content, computer can simulate the abstract objects, processes, phenomena, process the information quickly and accurately, etc.

In the process of understanding and generalization, computer can make a demonstrational analysis of the relationships, dependencies, etc.; it can monitor students' independent work, formulate conclusions, hypotheses and prognoses.

When fixing the educational material, computer serves as a generator of problem situations; manages students' independent work; analyzes the level of assimilation.

In the application of knowledge, computer can serve as a simulator for formation of skills and abilities; provide differentiated support and control for the learners [4].

Turning on the computer in the learning process should not be chaotic and aimless. Each lesson must be thought-out; the involvement of information and communication tools must be justified by the objectives, demands of the subject, time expenditures. The development of skills in working with technical equipment must be carried out regularly throughout the course of study in high school.

The computer as a learning tool has another important advantage – its ability to represent various types of dependencies, numerical relations, and so on, in a visual form. At the lesson, the realization of obviousness principle takes place in a qualitatively different level. In addition, of particular interest is modeling of the phenomena that are inaccessible to direct observation, as well as phenomena whose description has not developed adequate mathematical apparatus, and which cannot be demonstrated within the classroom without the help of a computer.

Visualization has been not received the due attention in traditional higher education. It has been found that a person gets 90% of information about the surrounding reality through the visual analyzer, 9% – with the help of hearing, and 1% – with the help of touch. All this proves once again that the active use of the visual analyzer provides new, great possibilities to improve the quality and effectiveness of education [4]. This problem can also be solved with the help of computer tools involved in the learning process.

We give a statement: —Who has not seen that out of 50 students at least 40 were disgusted and lost heart because of the abstract ideas, that are presented before they were becoming clear in the examples taken from everyday practice [5]. The computer enters easily and naturally into the world of mathematical abstraction at the expense of their submission to the visual images, firmly imprinted in the minds of learners. Dynamic playback allows students to recall the difficult material studied earlier, it activates the formation of temporary connections (associations) in the cerebral cortex. When students see as mathematical formulations —come alive in the display, their motivation to the study increases, interest to mathematics grows, their ken expands.

Fast computers open new opportunities in teaching the foundations of mathematics (not only in pedagogical higher educational institutes). They help to disclose better the possibilities of mathematical methods and train specialists, who are able to use mathematical methods wider, fuller and faster. —The most important problem in preparing the teacher of mathematics in pedagogical higher educational institute is the mastery by students of computer technology – writes [6] – and the ability to apply them in the study and teaching disciplines of the mathematical cycle.

Consider how one can use computer technology in relation to practical training in mathematical analysis in higher education.

Mathematical analysis in general takes one of the leading places in the mathematical training of teachers. The ideas and methods of analysis permeate explicitly or implicitly the whole course of algebra for grades 7- 11. The course of the mathematical analysis in higher education is designed to equip students with mathematical methods of judgment, to raise their overall level of mathematical culture. It should be noted that the fundamentals of the analysis cause in general for students special difficulties in the perception of new concepts and, consequently, difficulties in the application of them to do exercises. Considering the high abstraction of educational material on mathematical analysis, it is necessary to increase the use of the visibility in its study, moreover not only in learning process of the theoretical materials, but also in the system of practice.

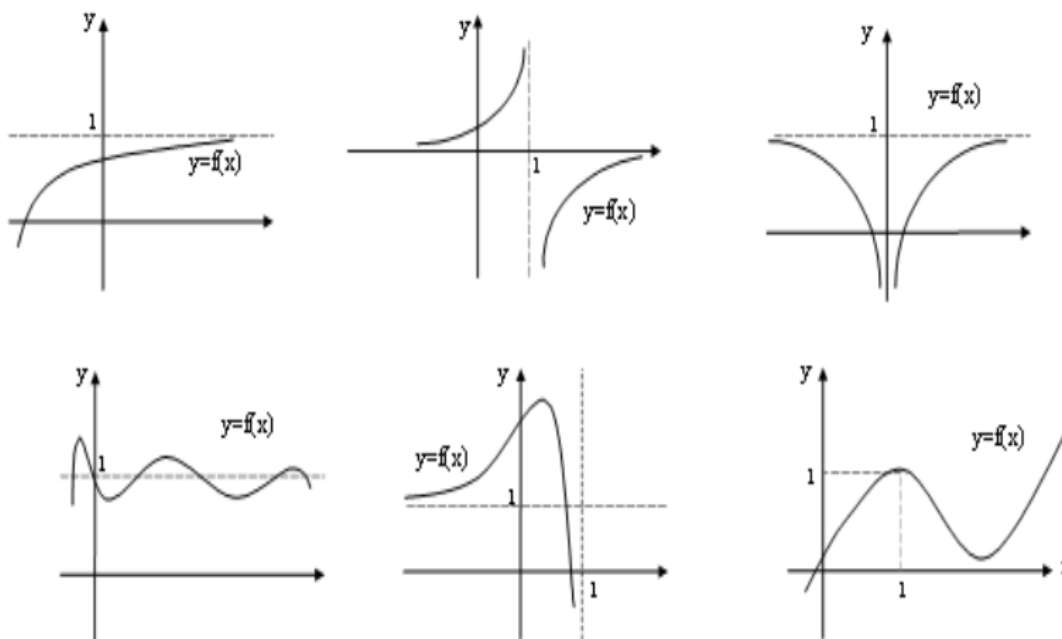
Let's consider the theory of limits which is one of the main sections in mathematical analysis. Getting to know with it begins in elementary mathematics; where the passage to the limit is used to determine the length of circumference in a circle, volumes of bodies of rotation, and the sum

of infinitely decreasing geometric progression, and so on. Operation of the passage to the limit is one of the basic operations of mathematical analysis.

The definition of the limit of a sequence or function can be carried out in stages. In addition, one can clearly demonstrate these stages. It is expedient to use the theory of stage formation of mental actions.

To demonstrate the effects, in the implementation of which the object reaches its —limit— position, let's use the following dynamic images: swinging pendulum, movement of the ball when you hit it and the load suspended on a spring at the damped oscillations.

Geometrically, a sequence is represented on a number line as a series of points whose coordinates are equal to the corresponding elements of the sequence.



We tried to consider only one section studied in the course of mathematical analysis and to show on its example the possibility of presenting the theory with the use of information and communication tools as a means of visual and dynamic presentation.

This is a natural introduction of means in the learning process in higher educational institutes that allows students not only to learn the concepts being studied, and to fix them, to see over abstract visual images, but also equips the classroom experience in the use of your computer. The computerization of the educational process is essential for the improvement of education at all levels, provides great opportunities for deep study of the fundamentals of science, as well as intensification of the whole educational process.

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ANALYSIS OF EXERCISES AND ASSIGNMENTS AIMED AT DEVELOPING THE ORAL SPEECH COMPETENCE OF ACADEMIC LYCEUM STUDENTS IN ENGLISH LESSONS

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ABSTRACT

This article tells about analysis of exercises and assignments aimed at developing the oral speech competence of academic lyceum students in English lessons. In this current day oral speech competence is a main role in language teaching and learning. With the help of this students can improve their speaking skills in learning language.

KEYWORDS: *Oral Speech Competence, CLT, Communicative Competence, Mature, Innovative Communicative Games.*

INTRODUCTION

In the current context of globalization, the priorities of modernization of the education system in our country have been developed, and one of the main goals is to raise and educate a competitive, well-thought-out, mature and well-rounded young generation. The rapid development of science is one of the most pressing issues of our time. One of the main tasks is to cultivate a sense of pride in our ancient and rich heritage, in the spirit of national and universal values. Radical reforms in all education systems around the world have created the necessary conditions for today's generations to master foreign languages, to express themselves in all areas with knowledge of a foreign language, to improve their oral and written skills in a foreign language. Writing) The wide development of speech development problems is becoming one of the advanced tasks of today's English language education system. At present, great importance is attached to teaching foreign languages in our country. This, of course, is not in vain. There is no need to underestimate the importance of perfect knowledge of foreign languages for our country, which today is striving to take its rightful place in the world community, for our people, who are building their great future in cooperation with our foreign partners. Importantly, since independence, the interest and need to learn foreign languages has also increased, and this has served as an important tool in opening the doors of many opportunities for young people. As a result, new methods and requirements have been developed in our country in accordance with the Recommendations of the Pan-European Framework for Assessment of Knowledge and Skills of Foreign Language Teaching and Knowledge Assessment (CEFR). In accordance with it, textbooks, multimedia programs, dictionaries, textbooks, additional literature for independent reading have been created for students of secondary schools, academic lyceums, vocational colleges. Classrooms are equipped with colorful visual aids, especially for students of academic lyceums, enriched with innovative information and communication techniques and reflecting various topics. In addition, in order to further improve the quality of education and the training of

competitive professionals, the adoption of a new form of the Law "On Education" of September 23, 2020 will update the content of education, improve the effectiveness of teaching and the development of teachers' professional skills, including the wide-ranging improvement of advanced pedagogical practices. One of the most important tasks was to radically reform the education system, improve curricula and create new textbooks. In addition, the rapid development of science, technology and industry requires the staff of the education system to raise the quality of education to a new level in terms of content, and every employee of the system, especially teachers, assigned responsibilities. It is obvious that in the period from pre-school to higher education, one of the main tasks of teachers is to develop the abilities of each student and prepare him as a mature, mature person and staff. To this end, based on the content and methodology of pedagogical activity, the necessary pedagogical-psychological and organizational conditions are created for the successful and transparent identification of talented students. At present, a well-founded mechanism for identifying talented young people has been developed in the country. This is reflected in the Resolution of the President of the Republic of Uzbekistan dated December 3, 2020 "On the system of selection of talented youth and measures to improve the activities of academic lyceums." Advanced research and practical results are being achieved in order to create the necessary conditions for the support of the younger generation, to stimulate the aspirations of the younger generation to science, to systematically implement reforms to realize their intellectual and creative potential. A key indicator of the development of communicative competence of academic lyceum students through communicative games is the ability to express their thoughts fluently, coherently and logically, with an understanding of the language of communication and any activity of partners in expressive communication. and the ability to respond accordingly is used. To this end, the use of a number of innovative communicative games to develop students' communicative competence in English language classes in specific areas of academic lyceums today, these methods play a huge role in developing their speaking and writing skills. In order to develop the speaking competencies of the students of the academic lyceum, we have used the following game technologies in the process of teaching English and developing the speaking skills of the students.

DOODLES

Level: Academic lyceum students

Age : Any

Time: 15 minutes

New words: up to the topic

Procedure: Draw a doodle on the board. This shouldn't be designed to represent anything in particular. Invite students to say what they think it represents. Elicit as many interpretations as you can. For example, doodle a in Figure, I might be snakes in a love dance, or road map, or the lines on ice left by a skater. You decide which of the interpretation you think was best (best* being in combination of appropriate, original and interesting). This student who produced the best interpretation draws the next doodle and invites interpretations from the class. The student who drew the doodle decides whose interpretation was best and who, therefore, gets to draw the next doodle. Continue until the class has had enough: probably about six or seven doodles is enough for one session

FIND THE DIFFERENCES

Level : all

Time:10- 15 minutes

Focus: listening comprehension and speaking

Needed: two similar yet different version of a picture, one labeled as A and the other as B

Two students have each version of a picture or drawing, but the two versions have some differences. Without showing their papers to each other, they have to talk about their pictures to identify all the differences. Students must not see their partner's paper. If students can see each other's paper, then this is no longer a two-way activity but rather a one –way activity.

FIND SOMEONE WHO ...

Level: From pre-intermediate to advanced

Time: 15 minutes

Focus: speaking and listening comprehension

Needed: A piece of paper, listing 15 to 20 characteristics.

A copy of the paper for each student.

Characteristic

When students find,, someone who drives a truck'' ,or ,, someone who has born at home'', they write that person's name on their checklist of paper and move on to the next person with the hope that that person meets one of the other characteristics on the master list. The goal is to meet and talk to as many people as possible within the time limit in order to put one name by each of the characteristics. Students use a checklist as they walk around the room trying to find a person who has certain.....

Example of find someone who...

Find someone who has a pet.

Find someone who has at least one grandparent still alive.

Find someone who drives to school every day....

.....

.....

WHAT'S IN MY BAG?

Outline Students guess what the teacher has in his or her bag

Level: Academic lyceum students

Age : all students

Time: 10 minutes

Preparation: You will need a bag with 10-15 items in that the students can name in English. Make sure that these include not just routine objects you would be expected to carry around,

such as a pencil or a mobile phone, but also unexpected ones such as a baby (pictured) or an elephant (toy representation).

Procedure:

Display the bag, and tell the students 'I have ten (or however many you have)

THINGS IN MY BAG.

Can you guess what they are?

Take objects one by one. Define the objects and ask where or why we use them. show the objects and applause the students who find the objects.

WHO I AM?

Age: Academic lyceum students

Level: Post-beginner / B1 upwards

Time: 10 minutes

New words: up to the topics

Each child is given a male or female animal identity, which is unknown to themselves, but is shown to the others by a sticker on their forehead. The idea of this game is for the children to discover their identity, without talking, and then to find their partner and form male/ female pairs. To find out what animal and gender each player is, the children must help each other by looking at each other's stickers and then giving clues through actions and animal noises, but without talking. For example, for a bull, a child could display two big horns on his head. For a cow, a child could say 'moooo' and show her udders. At the end of the game, the children should be lined up along the hall, with cow and bull, fox and vixen, cock and hen, boar and sow , and

INTERRUPT ME

LEVEL: Academic lyceum students

AGE: Any

TIME: 10 minutes

New words: up to the topic

PREPARATION: Prepare a personal anecdote to recount to the class.

Procedure: Tell the students you are going to start telling a story. As soon as anyone thinks of a question to ask about it he or she should raise a hand. When a student raises his or her hand, stop, listen the question and answer it. For example: "Yesterday morning I left home.....yes, Alan?" "What time did you leave home?", "at seven o'clock." This continues until you manage to finish the story (or don't!)

Follow-up

Ask one of the students to be the storyteller, in this case, you yourself, as well as the other students, may raise your hand ask questions.

Variation

Instead of using a story, you could begin a set of directions and instructions. For example: “Let me tell you how to prepare a Spanish omelet...” Alternatively, you could recount a description: This is what the view is like from the top of the building....”.

TALK FOR A MINUTE

Level : Academic lyceum students

Age : Any

Time : 10 minutes

Procedure: Tell students that they will be giving a one-minute talk to the class about a topic of their choice. Give them a minute or two to choose the topic and think about what they will say. They should choose something they know quite a lot about. It could be a personal topic (my family, my job, my hobby, a person or place I like) or a skill or subject on which the student is an expert. Ask one student who is fairly competent and confident to get up and give the first talk. When he or she finishes, other students may ask questions. Ask one other student to do the same, with similar follow-up questions.

If you see that the process is going well, continue with another two or three students. Otherwise, bring the activity to an end and tell them there will be more talks in later lessons. Continue in later lessons until everyone has had a chance to present at least once.

Follow-up

The individual presentations can later be used as the topic of writing assignments.

Variations

1. You may need to be flexible about the timing. A very shy student who is not very good at English might be asked to say only a sentence or two. More advanced and confident ones may speak for more than a minute.
2. Instead of asking for a talk about a topic, suggest that students tell a short story: it could be (part of) a well-known folk tale or fable, or a personal anecdote.
3. Students can be asked to bring an object from home that has special meaning for them and talk about it (an activity sometimes known as show and tell). This is particularly appropriate for younger learners, but it can be used with older ones as well.
4. With more advanced classes, give students little or no time to prepare: they just get up and give an important talk.
5. With advanced classes, try choosing the topic yourself instead of letting students decide.

Note: It is best to have presentation early in the lesson

PICTURE DICTATION

Level B1-B2

Age: Any

Time: 15 minutes

New words: up to the topics

Procedure: Draw a rough sketch of a tree on the board, with a line under it to indicate the ground. Invite students to add items by describing them and where they are. For example, “There is a dog under the tree”. The contributions should be in full sentences: Draw in the items the students describe. Continue until the picture has a lot of items in it

Follow-up

1. Ask students to get into pairs and tell one member of each pair to draw a tree (or house, or table or any item you like that is easy to sketch) in the middle of a blank sheet of paper. Students then take turns dictating to each other new items to draw in, using full sentences as above (you may need to remind them of this point as you walk around listening). The resulting drawings can later be displayed and described.
2. An amusing continuation of the basic full-class activity is to invite students to deny the existence of different bits of the picture: there is no tree in the picture! , The dog doesn’t have any ears. For each such sentence, you erase the item until the board is empty. Again, the contributions have to be in full sentences.

Variations

- When students suggest new items, ask for further details: “Is the dog big or small?”, What is it doing ?
- Use other basic drawings to start with, such as those used in Activity. 1.14 : Pass it round
- With lower-level classes, allow students to contribute ideas that are not in full sentences, for example “a bird in the tree”

Tip

Don’t worry if you are not good at drawing. As long as your sketches are just about recognizable for what they are meant to be, it is still worth doing the drawing yourself. Alternatively, you could ask students to draw, but they usually take much longer, and a lot of valuable talking may be wasted waiting for them to finish.

WHAT AM I DOING?

Level : B1-B2

Age: Any

Time: 15 minutes

New words: up to the topics

Cleaning the table, Dancing in a ballet, Dreaming, Drinking tea, Eating spaghetti, Listening to music, Playing football, Playing a guitar, Putting on shoes, Reading messages on a mobile phone ,Riding a bicycle, Running to catch a bus, Sending a message ,Talking to a small child, Walking in the rain, Watching television.

Procedure: Mime a simple activity, and challenge students to guess what you are doing. Insist that they guess exactly what you are doing: “Are you drinking tea” , for example, not just “are you drinking?” The successful guesser then thinks of an action of mime it for the others to guess.

If they can't think of one of their own, whisper a suggestion to them for the list below. If the guessers find it really difficult, the mimer may give them hint.

Beginner – Elementary	Intermediate – Upper-intermediate
Cleaning the table	Arresting a criminal
Dancing in a ballet	Ballroom dancing
Dreaming	Blowing up a balloon
Drinking tea	Doing a parachute jump
Eating spaghetti	Doing the washing up
Listening to music	Feeding a small child
Playing football	Frying an egg
Playing a guitar	Getting money from a cash machine
Putting on shoes	Giving an injection
Reading messages on a mobile phone	Opening a tin can
Riding a bicycle	Shopping in the supermarket
Running to catch a bus	Skiing
Sending a message	Squeezing lemons
Talking to a small child	Travelling by bus
Walking in the rain	Watching a funny programme on television
Watching television	Wrapping a parcel
	Writing a shopping list

FIND THINGS IN COMMON

Level ALL

Age Any

Time 20 minutes

Language focus the use of Both

Preparation None

Procedure

1. Students sit in pairs and exchange information about each other in order to find at least four things that they have in common. These cannot be obvious things, such as We both have blue eyes or we are both learning English, that could be found out without talking.
2. They note down briefly on a piece of paper, or on a laptop or tablet computer, what they have found out.
3. After three or four minutes of chatting, students change partners and do the same with the new partner
4. Invite students to share with the full class some of the more interesting or unexpected things they found in common with each other

Variation

Amore difficult variation is to follow the same procedure with groups of three students instead of pairs

Note

This is an excellent ice-breaker for a new class whose members don't yet know each other very well. It also contributes to the feeling of warmth and solidarity within the group as it emphasized sharing and similarities between students in their lives and experiences outside the classroom

When doing activities that require collecting and remembering ideas, it is sometimes a good idea to elect someone as secretary to write down each of the suggestions. Remember, though, that slows the whole process down as writing takes a lot longer than saying and time may be wasted waiting for the writer to finish each time. It is therefore often better just to ask students to use a mark or tick, or to make a very brief note

DIALOGUES

Outline **Students learn dialogues by heart and perform them**

Level **B1-B2**

Age **Any**

Time **20 minutes**

Language focus (see Variation)

Preparation you will need a simple dialogue based on two or three exchanges, such as those shown on page 37

Procedure

- Optionally, write the dialogue on the board
- Perform the dialogue yourself taking both roles
- Teach it to the students, asking them to repeat each line after you, If you have written the text on the board, Delete each bit as they learn it, until they can recite the whole dialogue by heart.
- Discuss with the class briefly who the people might be, where they are and what they are talking about
- Practice a bit more if you feel necessary , and then ask a pair of volunteers to perform the dialogue in front of the class
- Put the students into pairs. Each pair rehearses the dialogue and later performs it in front of the class. Encourage them to be as dramatic as they can.

Follow-up

- In the next lesson, invite students to perform again, but suggest that they perform the dialogues in different moods; for example, they might be crying or laughing all the time, or both be very scared or very angry
- For homework – or even in class – ask students to record or video each other performing the dialogue, using digital mobile devices, and then play the result back to the class in the following lesson

Variations

1. Invite students to perform the dialogue in different roles which the other members of the class have to guess; For example, a teacher and a student, two dancers two very small children; two old people; two soldiers, or an interviewer and interviewee on television
2. Suggest that students vary the text of the dialogue when they perform it to the class: them may change a single word or a whole utterance, or add extra lines to the end.
3. You can design the dialogues to practice particular grammatical structures: for example, question forms or imperative

Notes

1. You may find you need to spread the procedure over two or three lessons, reaching the stage where all the students can perform the dialogue on their own only in the second or third session.
2. This activity result in students learning a lot of useful expressions that they use later in their own improvised speech. This also applies to Activity

DRAWING A PICTURE

Level- all

Time - 15-20 minutes

Focus- speaking and listening

Needed- Two pictures, one labeled A and one labeled B. You will need pictures that are easy to explain how to draw. Remember that you actually want communication to break down. You want some confusion. Confusion must be repaired, and this repair will be done by speaking and listening.

Two students each have a different picture or drawing. Student 1 can see the picture. Student 1 explains to Student 2 how to draw the picture while student 2 draws. Student 2 can and should ask clarification questions throughout the process. Afterward, the process is reversed as student 2 explains his or her picture to student 1.

INFORMATION GAP: SIMPLE COMPLETION

Level: all

Time: 10 -15 minutes

Focus: speaking, writing and also listening

Needed: An A form (for half the students in your class) and a B form (for the remaining half of your class) of an information gap activity.

Students work in pairs to trade or verify missing pieces of information to complete a task such as a train schedule, a simple map of an area, or a family tree. On your word processor, create one master form of the information gap activity. Ideally, this is a collection of information. (It is words, not a picture.) This could be a simple train schedule with columns- such as destination, platform, and departure time –or even a grocery list.

RANKING

Level : All

Time : 15-20 minutes

Focus : listening and speaking

Needed: A master list of ranked items (countries by population, items by price, or football teams by wins) These should be real – world items that are relevant to the students. Include the actual figures to explain the ranking (population, prices, number of titles...)

Working in small groups (perhaps five to seven students), students will rank a series of real-world items (usually six to ten items) in order and then discuss their rankings to reach a group consensus. The goal is for the group to come up with answers that match the actual correct ranking.

TRUE OR FALSE?

Level: all

Time: 15-20 minutes

Focus: Speaking

Needed: A good example of this activity: four believable sentences about yourself, three of which are true and one of which false.

Students work in small groups of three to four to correctly identify which one statement of four about the speaker's family is false. The goal is to trick the other students into choosing the wrong sentences. Announce that you are going to do a speaking activity in which students have to guess whether their partners are telling the truth or lying. You could preface this by writing the phrases to tell the truth and to tell a lie on the board. As an opener, you might ask who is good at lying.

AUCTION

Level: all

Time: 10- 15 minutes

Focus: speaking

Needed: A sheet with fifteen to twenty sentences on it; about 35 percent of the sentences should have an ESL error, most of which are related to something you have covered in class.

In this speaking game, teams (two or three) of students (three to six members; no more than six ever) work together as they complete to „buy” correct sentences. Prepare a list of fifteen to twenty sentences that contain either a grammar point (comparative, gerunds and infinitives, present perfect tense) or a vocabulary item (words such as perturb, absurd, relative or idioms such as out of the blue, the bottom line, come up with...) Create an error in about one-third of the sentences. Prepare enough copies of this handout so that each student receives a set of sentences.

IF YOU WERE THE JUDGE (REAL COURT CASES)

Level: advanced

Time: 20-25 minutes

Focus: Speaking

Needed: A court case that is written at the students' proficiency level on a legal question that they can understand

Students read and consider the facts of a real court case to come up with their own verdicts as if they were the judge.

Find a court case on a topic that is of possible interest to your students. Summarize it in two or three short paragraphs. It is important that students not have to read very much for this speaking activity. Modify the language so that almost all of the words and expressions are already known by your students; keep new vocabulary to a minimum.

LIAR (GROUPS OF 4)

Level: intermediate, advanced

Time: 20-40 minutes

Focus – speaking

Needed - A list of actions that you want your students to perform, A student with a watch with a second hand

Working in groups of four, one of three students acts out a given situation without letting the fourth person see who did the action. Then all three students repeatedly deny and accuse the others of doing the activity. Only one is lying. The fourth student must listen, continue asking, and correctly guess who the liar is.

The action can practice specific language points.

- a) Vocabulary – if animal vocabulary is being reviewed, then you can have students draw a snake, make the sound of a horse, or draw a picture of a cat.
- b) Grammar- If you have covered irregular past tense, then have students draw/drew a giraffe, take/took a stuffed cat, or write/wrote the word snake on the board.

You will need approximately six to ten actions to do this activity once. Depending on the class, this could take between 20-40 minutes.

PAIR TALKING

Level: all

Time; 20-30 minutes

Focus: speaking

Needed: Sheets with a series of four illustrations that are very similar and that feature difficult sounds for ESL learners; an ideal sheet might have six sets of four illustrations

In this activity, students work in pairs from a sheet with four pictures. Student A must describe one picture to Student B, B must be able to identify the exact picture. Student B does this by asking Student A questions. The activity is difficult because the pictures practice difficult sound pairs for ESL students such as /b/ and /v/ for Spanish speakers and –teen versus –ty (for most ESL students).

COMMUNICATION CROSSWORD PUZZLES

Level: all

Time: 15-20 minutes

Focus: Speaking and listening

Needed: A simple crossword puzzle, no more than ten letters by ten letters in size.

Students work in pairs or threes to solve a crossword puzzle cooperatively. Some of the clues are on the page with the puzzle, but about half of the clues are divided among the two or three students. Prepare two copies of the crossword puzzle, one with all the words filled in and the other blank. Write about half of the clues on the puzzle sheet. Divide the remaining clues into three groups labeled A, B, and C. In general, only one student will have each clue. However, to create a little confusion and therefore the need for negotiation of meaning by the speakers, give clues for one word to two or more of the students – but not the same exact clue. For example: If 6 across is aunt, then student A's clue might be „ your uncle's wife'', but Student B's clue might be sounds like ant ,'' while student C's clue might be „ your cousin's mother''.

TWENTY QUESTIONS

(PAIRS, SMALL GROUPS, OR WHOLE CLASS)

Level: all

Time: 15-20minutes

Focus: speaking

Needed: a list of items that your students know the names of

In this commonly used activity, students take turns asking yes-no questions in an attempt to guess what the teacher (or a designated student) is thinking of. The game is called twenty questions because the maximum number of questions allowed is 20. If a person gets a yes answer, which is at least partially luck, then that person gets to ask the question again. This is advantageous because you can only make a specific guess such as „ is it a cat?'' or „ is it a doorknob?'' If you have the floor – that is, it is your turn to ask a question . If a person gets a no answer, that information is certainly useful, but the turn passes to the next person. This element of luck is crucial in speaking activities. It allows the weaker students to gain upper hand at times, something that often annoys the higher – proficiency learners and at the same time motivates them more.

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ABOUT ANTHROPOCENTRIC STUDY OF PHRASEOLOGICAL UNITS IN THE UZBEK, RUSSIAN AND ENGLISH LANGUAGES

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ABSTRACT

The article is devoted to the description of anthropocentric units, one of the most dynamically developing areas of modern linguistics, which is a key factor in the study of a particular linguistic phenomenon. The most important link of anthropocentrism is analyzed - the linguistic personality, which is a new object of scientific research. On the example of English, Russian and Uzbek languages, the features of the language portrait of the speaker are shown.

KEYWORDS: *Anthropocentrism, Phraseological Units, Semantics, Comparative Method, Comparative Typological Research*

INTRODUCTION

In recent years, many monographic scientific works have been carried out aimed at a comparative analysis of other languages or groups of languages. They are devoted to particular (individual) characteristics of phraseological units, phraseology of languages of different systems, the same structure and function, the analysis of phraseological units, phraseological units with stagnation, phraseological units of different models, phraseological units, specific components of phraseological units. Somatic components, action verbs, expression of colors, language components, fields and groups with the same semantics, and, finally, the phraseological foundations of languages studied in one way or another.

In the process of studying phraseological units, the use of the comparison method was considered by scientists as controversial and even impossible. But for the first time in the second half of the 60s of the 20th century, the problems of comparative, system-typological and areal phraseology were discussed by Samarkand linguists L.I. Roizenzon and Yu.Yu. Avalian. For the first time in the works of Avarian, the importance of a comparative study of the phraseology of different systematic and even typologically different languages in the process of formation and development of phraseology was emphasized. [1]

Comparative study of the phraseology of relative and unrelated languages in modern linguistics allows you to better understand the features of the phraseology of the English, Russian and Uzbek languages, to determine the essence of the phraseological units of the language. In particular, due to the nature of the compared languages, they differ in kinship (English and German), distant kinship (Russian and German); unrelated (English and Uzbek); mixed (English-Russian-Uzbek). From the point of view of the semantic-structural nature, 1) a group of phraseological units, structure and whose functions are identical; 2) a group of phraseological units, including a semantically similar composition; 3) a group of phraseological units with the

same type of meaning; 4) a group of phraseological units that have the same lexical and grammatical structure and have semantics combined in different languages. [7]

In the final result: 1) grammatical properties of phraseological units; 2) lexical (structural) composition of phraseological units; 3) phraseological semantics and semantic relations in the phraseological system; 4) stylistic features and phenomena in phraseology; 5) quantitative characteristics of phraseological units are the subject of scientific research. [2]

What are the similarities between the phraseological units of the Uzbek languages and English languages, how they manifest themselves mainly in the language; how they are determined by intralinguistic and extralinguistic factors, it will be possible to find answers to questions about the degree of linguistic equivalence of somatic phraseological units. A distinctive feature of a phraseological unit is that it reflects the main features of the language, regardless of whether it is small or not. For phraseological units the basis was considered a lexical or phrase. Phraseological units are formed from the mutual combination of words. Therefore, it is studied based on the need to take into account the features of comparative phraseological analysis - primary systems - vocabulary and grammar, as well as the features of their manifestation in phraseology. [5]

For example, the phraseological unit *boshiniailantirmok* in Uzbek, *turnsmb'shead* in English, and in Russian to turn / turn someone's head is characterized by the presence in Russian of the grammatical category of accuracy / ambiguity of a noun, expressed in proverbs in Uzbek and English, if it expressed in the way of an adjective / to turn someone's head: *aneyeforaneye* - an eye for an eye - *boshga bosh* in Uzbek. [6]

It is known that the composition of the means includes phraseological units, lexemes, syntactic and morphological, and their constant paradigmatic or syntagmatic variability is significantly limited. In addition, these restrictions have the same weight for different phraseological units. For example, in the following English phraseological unit the article "*pooras a churchmouse*", but there is no possibility of its regular replacement in separate phraseological units "*puton a / thefaceofsmth*". Phraseological units have a predominantly stagnant composition. [3]

Comparison of certain phraseological units will be based on various aspects of the linguistic belonging of phraseological units in translation theory, in the theory of phraseology, in comparative typological studies. [eight]

The functional-semantic correlation of phraseological units in different languages indicates the specificity of the semantic content in the total set of comparable phraseological units, the combination of functional-semantic specificity and the expression of complete phraseological equivalents. For example: *Armedtotheteeth* - armed to the teeth - *tishtirnogigachakurollangan.yokitheeyeofheaven* - celestial eye. or the importance of structural differences, for example: *a heartofstone* - a stone heart - *toshurak*.

If phraseological units of comparable languages are combined only with a model with an abstract image, then their functional-semantic correlation loses its character, since a number of phraseological units with the same meaning can be formed according to such an abstract model. If only an abstract model with an image is suitable, then the functional-semantic correlation of phraseological units is usually incomplete. [Four]

Given the peculiarity of the aspect of comparative phraseological units of English, Uzbek and Russian languages, differences in the general phraseological meaning may be the result of a

multifaceted revision. Another reason may be the appearance of additional semantic shades against the background of the same general meaning. For example: the phraseological unit of the English positive connotation *keep one's chin up* (raise your nose) can be translated into Russian as a phraseological unit for twisting the nose. (with arrogance). Consequently, with a thorough study of comparative phraseological units, a number of other semantics can be distinguished and equivalence criteria can be obtained when comparing units according to different characteristics.

- 1) phraseological units with real names and names of non-English, non-Russian origin; for example: *Achilles' heel* - *Achilles' heel*; *Buridan's ass* - *Buridan's donkey*. Such phraseological units are associated with the commonality of European culture, since the formation of both phraseological units in English and Russian languages was greatly influenced by ancient mythology and the Bible, which served as the sources of many phraseological units. In the Uzbek language, such phraseological units are not expressed in relation to the English and Russian languages. [3]
- 2) The most common lexical-component phraseological units in independent use. For example: *hold one's head high* - *hold your head high* - *boshin baland kutariburmok*.

However, if interlingual equivalence is determined by a metonymic review of universal human psychophysiological processes or by a historically established cultural and communal dimension, then phraseological structural and semantic equivalence cannot be too high. For example: *gnash one's teeth* - *gnash your teeth* - *hush-ichirtlamoq*; *two heads are better than one* - *one head is good, but two is better* - *bittakallayakhshi, ikkitasi undan xamyakhshi*; *listen open-mouthed* - *listen with your mouth open* - *o'zini ochibeshitmok*.

Thus, the linguistic side and the functional-semantic correlation of phraseological units are relatively autonomous units. The typology of phraseological equivalents of languages is based on their interaction, between which there is a structural-semantic and functional-semantic correlation, combining structural and functional-semantic correlation.

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IMPROVING METHODS TO PREVENT CARIES OF THE PERMANENT TOOTH FISSURE AREA IN CHILDREN

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ABSTRACT

This article describes the caries of the permanent fissure area in children and its causes, diagnosis and prevention. The problem of caries fractures is a leader in cariesology because Fissura caries ranks first in the frequency of carious lesions in other localizations. The high prevalence of fissure caries is characterized by the anatomical shape of the cracks, their long cooking time compared to the smooth surfaces of the teeth, retention of food debris, the area of cracks due to lack of high quality dental hygiene, labor-intensive The diagnosis is often made subjectively.

KEYWORDS: Dental Plaque, Enamel, Fissure, Children, Teeth, Saliva, Food

INTRODUCTION

Dental caries is the demineralization and erosion of the hard tissue of the teeth, which creates a gap in the tooth. Pigmented yellow-brown spots on the enamel of the teeth, bad breath, pain when eating sweet, salty, bitter, cold or hot products.

As a result of deepening of caries may develop cysts, pulpitis, and later periodontitis. Failure to treat caries in a timely manner can lead to tooth loss. Caries can also lead to acute or chronic illness. Dental caries is the destruction of the hard enamel layer of the tooth, the integrity of the bone layer under the influence of ditrophic or infectious factors. The disease is one of the most common pathologies among the population.

According to WHO statistics, caries occurs in 80% to 98% of people in different countries and between different races. Over the past two years, the disease has become more prevalent among children, with varying degrees of caries, especially in economically underdeveloped countries. Dental caries is not an independent disease, it is a pathology caused by general changes in the body. For example, decreased local and general immunity, changes in the gastrointestinal tract play an important role in the formation of caries.

The main cause of caries (tooth decay) is bacteria that produce acids that cause fluoride and calcium to leach out of the tooth tissue. Microorganisms begin to multiply and damage the tooth 1-2 hours after cleaning the oral cavity, causing tooth decay.

Lack of saliva secretion can also contribute to the development of caries. In fact, the minerals in saliva are able to partially eliminate the acids produced by bacteria. When saliva is scarce, acids begin to erode teeth quickly. In addition, saliva partially washes out the eyes. Xerostomia ("dryness in the mouth") can develop as a result of various diseases, such as diabetes, hypertension, nasal breathing disorders.

Frequent consumption of sweets can also cause tooth decay, and this does not depend on how much glucose is consumed, but on how long it has been in contact with the teeth, i.e., the duration of "sticking" to the teeth. Improper nutrition affects not only the teeth, but also the health of the oral cavity in general.

Currently, there are more than 400 theories explaining the cause of caries. However, in most theories, if the oral cavity is not maintained for personal hygiene, plaque will form on the tooth enamel, which can lead to cavities. Dental prostheses develop as a result of incomplete or improper cleaning of the teeth, especially in places where the edges of the teeth rarely touch (side surfaces of the teeth, wisdom teeth).

Plaque is firmly covered with a layer of tooth enamel and is considered favorable for bacteria (streptococcal flora). Minerals in saliva harden. This type of plaque is called plaque.

In the composition of carious lesions of the teeth, the first place is occupied by fracture caries. The high prevalence of fracture caries is due to the peculiarities of the anatomical structure of fractures, the accumulation of food debris and the formation of aggressive plaque in natural tooth cavities and a longer period of hypo mineralization of relatively smooth tooth surfaces. Based on this, the problem of prevention and treatment of fracture caries is very relevant.

Fracture caries is a pathological process localized in the area of cracks, they are very diverse in shape (stinks, conical, drip, polypoid, multi-horned). Cracks are located on the chewing and lateral surface of the molars and premolars, as well as on the lingual surface of the front teeth. The depth of the cracks is 0.25-3 mm, the width along the bottom is 0.1-1.2 mm, the width at the mouth is 0.006-1.5 mm. The thickness of the enamel layer on the walls of the crack and in its lower part ranges from 1.3 to 0.01 mm. The enamel covering the crack is generally structurally indistinguishable from adjacent enamel, but the gaps between the prisms expand more. At the bottom, the cracks form a dense network - an accumulation of organic matter. As a rule, enamel plates extend from the bottom of the crack to the border of enamel and dentin and into the interprismatic material of enamel and dentin. Due to the peculiarities of the structure and shape of cracks, they are the most vulnerable places and a favorite localization of caries.

Symptoms of Fissura Caries: The symptoms of caries lesions of fissures are the same as other types of caries. First of all, patients notice the appearance of black spots on the chewing surface of the teeth. If left untreated, the process can penetrate deeper layers and affect the dentin. In this regard, there is a reaction to temperature and chemical stimuli. However, the absence of pain is not excluded, as the sensitivity of the teeth depends on individual characteristics.

Fissure caries can be diagnosed in three ways:

1. Visual inspection. The doctor can only diagnose fracture caries using a dental probe. True, this only applies to open cracks. When inspecting closed cracks, only a narrow entrance is visible, which usually extends into a wide deep cavity. Therefore, caries in closed fractures is diagnosed by other methods;

2. X-ray diagnostics. With the help of radiographs, any carious lesions can be detected, even if the patient has no clinical manifestations at all. This is a great way to diagnose caries in closed fractures. However, X-ray diagnosis in the early stages rarely detects this disease;

3. Hardware research. The use of a dental laser fluorescent device is the most optimal method of diagnosing fracture caries. With its help, you can detect the disease even in the early stages.

The problem of caries fractures is a leader in cariesology because Fissura caries ranks first in the frequency of carious lesions in other localizations. The high prevalence of fissure caries is characterized by the anatomical shape of the cracks, their long cooking time compared to the smooth surfaces of the teeth, retention of food debris, the area of cracks associated with the lack of high-quality dental hygiene, a lot of work the diagnosis required is often subjective.

Prevention of fissure caries is closely related to complete enamel formation. It is now known that after tooth extraction, the process of accumulation of calcium and phosphorus in the enamel, changes in the crystal lattice, a decrease in the volume of micro-pores, which leads to an increase in its density. Therefore, knowledge of the mechanisms of enamel maturation is important in terms of determining the optimal timing of its implementation, the composition, regimen and frequency of preventive measures to prevent Fissura caries.

It was found that the appearance of the initial forms of Fissura caries in almost all cases (99.03%) begins in the first year after the eruption of the enamel. In most fractures (51.31%) caries occurs in the defective stage in the first year of enamel maturation, in 22.68% in the second year of maturation, and in 20.37% in the initial stage of caries enamel. after the end of the ripening process. During this period, natural remineralization of some of the cracks is possible (4.62%) The pathogenesis of primary caries of cracks is associated with:

1. Hypomineralization and increased solubility of hard tissues of cracks,
2. Formation of acid production zones near cracks. , self-cleaning and remineralization in cracks.

The presence of a number of exogenous and endogenous factors for the occurrence of fissure caries, as well as the anatomical nature of the fractures, require a complete diagnosis of the condition of the hard tissue and a differential choice of prevention and treatment. Due to the morphological structure of the chewing surface of the teeth, there are great difficulties in identifying the initial forms of Fissura caries. Tooth cracks are enamel folds that are pushed to the surface of the teeth, resembling the spaces between the premolars and the molar tubercles.

The depth and width of the cracks can vary from 0.006 to 3.0 mm. Depending on the shape of the crack: funnel-shaped, conical, droplet-shaped, polypoid, testicular, several-horned. Depending on the shape of the outer holes are divided into 4 types of cracks: round, oval, triangular and others. Their average diameter is 0.17 mm. Leusoum P.A. the classification of cracks is proposed: 1) open cracks, 2) closed cracks, 3) grooves, 4) smooth surface. Most often, caries occurs in open cracks in 64.5% of cases. Diagnosis of the condition of cracks is carried out by the following methods: visual (inspection, TER-test), tactile (sounding), radiological, electrometric. The electrometric method is based on the ability of hypomineralized tissue to conduct different amounts of electric current from the time of tooth eruption when a reliable connection is established between the active surface of the electrode and the examined tooth surface using an electrolyte solution.

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SOCIO-PSYCHOLOGICAL ANALYSIS OF THE IMPACT OF THE CROSSES OF PUBLIC CULTURE AND THE INTERNET ON YOUTH BEHAVIOR IN THE PROCESS OF GLOBALIZATION

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ABSTRACT

This article highlights the negative effects of popular culture on the behavior of young people in the process of globalization and the role of popular culture in the formation of deviant behavior in them. In today's society, our lives are unimaginable without Internet technology. There are pros and cons to the internet, and internet addiction is on the rise among our youth. Internet addiction is a serious psychological problem that can lead to serious psychological changes. In particular, emotional instability, aggressive behavior, indifference, difficulty in engaging in interpersonal communication and other psychological conditions can be observed. In this article, we have discussed the causes of deviant behavior and the psychological aspects of Internet addiction.

KEYWORDS: *Popular Culture, Youth, Psychological Dependence, Behavior, Socialization, Deviant Behavior, Moral Norms, Emotional Disorders, Memory Impairment*

INTRODUCTION

In the current process of globalization, there are threats of "mass culture" among our youth, which contradicts our various national values. Today's young people are living in a time of "war of ideas", a time of crisis. The so-called "popular culture", which came from the West and has nothing to do with real culture, is trying to get everyone into the same pattern, the same look, the same way of thinking, the same way of life, to turn away from our traditions and mentality. -Our ancestors are trying to say "black" as "white", "white" as "black". Threats of "popular culture" have a significant impact on the mental development of young people, especially their emotional state. It causes irritability, stress and other psychological conditions in them.

It is well known that in the early stages of human history, the processes by which social deviations and behavioral deviations occur were considered immoral and were largely regulated by religious norms. Today, the social phenomenon known as "mass culture" is the mechanism by which people are exposed to various forms of filth. As a result, deviant behavior is becoming more prevalent in people's behavior, aimed at disrupting public life. It is true that even before the introduction of the concept of "mass culture" in the history of mankind, the phenomenon of deviance existed in various forms, and a negative attitude towards it was formed.

Today, the social phenomenon known as "popular culture" is the mechanism by which people are exposed to various forms of filth. As a result, deviant behavior is becoming more prevalent in people's behavior, aimed at disrupting public life. It is true that even before the concept of "popular culture" was introduced, the phenomenon of deviant behavior has existed in various forms in the history of mankind, and negative attitudes towards it have been formed.

The psychological approach is based on the separation of socio-psychological differences in certain aspects of a person's deviant behavior. Psychological classifications are based on the following criteria:

Types of violated norms:

- ✓ Psychological purpose in morality and its motivation;
- ✓ the consequence of this morality and the harm it caused;
- ✓ Personal-methodical description of morality.

Different typologies of deviant behavior are used in the psychological approach. Many authors, such as Yu.A. Kleyberg, distinguish three main groups of moral deviations: negative (e.g., drug use), positive (e.g., social creativity), and socio-objective (e.g., begging). One of the more complete and interesting options for systematizing the manifestations of deviant behavior in our view is S.P. It belongs to Korolenko and T.A. Donskikh. The authors divide all moral deviations into two major groups: non-standard and destructive morality.

Non-standard morality can have a new form of thinking, new ideas, as well as actions that go beyond the social stereotypes of morality. Such a form, although deviating from the norms adopted in the specific historical context, implies activity that plays a positive role in the further development of society. Examples of non-standard ethics are innovators, revolutionaries, oppositionists, the first discoverers of any field of knowledge. This group cannot be recognized as strictly deviant behavior.

The typology of destructive morality is arranged according to its purposes. In one case, it is external destructive goals aimed at violating social norms (legal, moral, cultural) and, accordingly, external destructive morality. In the second case, the internal destructive goals of self-disintegration, its regression and, accordingly, the internal destructive morality. External destructive morality, in turn, is divided into addictive and antisocial.

"Deviant behavior of a person" is divided into a very complex and multifaceted category, which is called a subordinate morality or a bond. Subordinate morality reflects a serious social problem, as it can have obvious negative consequences, such as incapacity for work, quarrels with others, and crime. In addition, this is a fairly common type of deviation, which in one way or another belongs to any family. From time immemorial, various forms of submissive morality have been called harmful or destructive habits, including pianism, overeating, gambling, and other pastimes. The term pathological habits is widely used in the modern medical literature.

The concept of connection is derived from medicine and is now a relatively new and popular term. The term dependence is broadly defined as "the desire to rely on someone or something for pleasure or adaptation." Conditionally, we can talk about normative and over-dependent dependence. All people feel a "normal" dependence on vital objects such as air, water, food. Most people find that they have a healthy bond with their parents, friends, and spouse. In some

cases, there is a violation of the normative attitude to dependence. For example, autism, schizophrenia, and antisocial behavior are tragically caused by not paying enough attention to other people.

Psychologists say that the phenomenon of Internet addiction is compared to alcohol and drug addiction. Indeed, there are reasons to be concerned in the current process of globalization. Research on Internet addiction shows that with prolonged and uncontrolled stay of young people in the network, changes in state of mind and brain activity occur. This leads to a gradual loss of the ability to learn and think deeply. According to a study by Nicholas Carr, a well-known American scientist and publicist, an expert in information management and transmission processes, and a group of other psychologists, rapid and regular browsing of sites makes the human brain lose its ability to think deeply and impulsive. turns people into mentally incompetent and causes them feelings of frustration and stress.

However, thinking processes and memory impairment are not the only negative effects of the internet on a person. Entering the World Wide Web with a head, a person gradually loses real communication skills, which leads to a certain socialization. As a result, it becomes difficult to communicate with new people, and access to a particular activity becomes stressful for an Internet addict. In addition, the person is self-contained, which affects work or study. Some unhealthy attachment to information technology can even lead to suicide. The problem of internet addiction is becoming one of the most important problems today.

According to V.A.Petrovsky, this is expressed in a specific postulate of conformity (a rule accepted without proof). Here we are talking about the initial direction of adaptation of any mental processes and behaviors. The postulates of conformity are divided into three types: homeostatic, hedonic, and pragmatic. In the homeostatic variant, the postulate of conformity manifests itself as a requirement in the form of overcoming conflicts in the relationship with the environment, reducing the level of stress, establishing balance. In the hedonic variant, a person's actions are determined by the primary affect: satisfaction and suffering; the manifestation of morality is interpreted as maximizing satisfaction and reducing suffering. The pragmatic version uses the principle of optimization, focusing on a narrow practical aspect of morality: profit, benefit, or success. The main types of deviant morality can include crime, alcoholism, drug addiction, suicide, promiscuity, prostitution, and mental disorders. Deviant morality is the result of a violation of the process of social development and socialization, which is expressed in various forms of loss of moral adaptation.

The term "Internet addiction" was coined by New York psychiatrist Ivan Goldberg (1996) to describe a pathological, intolerable desire to use the Internet, understood behavioral disorders that have a detrimental effect on work, family, financial, or psychological activities.

It is impossible to imagine modern society without Internet technologies, there are pros and cons of the Internet, which has become an integral part of our lives, and today there are psychological conditions associated with the phenomenon of Internet addiction among our youth. Internet addiction is characterized by significant changes in a person's psyche. Symptoms of Internet addiction include:

- loss of personal control;
- Behavioral changes;

- loss of emotional tone;
- Disorders of communication;
- Disorders in the process of work (study, work) and other cases.

Loss of personal control is a condition that results from constant Internet access and dependence, leaving a person uncontrollable in their behavior, which can have a serious impact on themselves and their socialization processes. As a result of Internet addiction, a person also has speech disorders, which are mainly caused by virtual communication.

In cases of emotional instability, a person is characterized by aggressive behavior towards others or other situations. In short, the phenomena of popular culture and Internet addiction are interrelated phenomena, and in order to prevent them, we consider it appropriate to form the psychological immunity of our youth and organize their time meaningfully.

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THE MULTIMEDIA CAPABILITIES OF GLOBAL ONLINE MEDIA AND THE EVOLUTION OF GENRES

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ABSTRACT

This article discusses the content of online content, the classification of text in the content. The units of analysis in these contents are also studied. The type of multimedia genres, the classification of applications, and the differences between them are also discussed. The animated state of racism can also be recognized as multimedia. At the same time, multimedia also serves to ensure clear and understandable delivery of information. The second phase of multimedia consisted of mixing some media components into others. At the same time, radio series were replaced by TV series, and shows were replaced by television films.

KEYWORDS: Slide Show, Media Culture, Media Technology, Media Space, Tran's media, Transmission, Media Platforms.

INTRODUCTION

Today, the media is the main "basis" of terms such as media literacy, media culture, media technology, and media space, which describe the features and phenomena inherent in modern society but are interpreted by experts in a very narrow or overly "broad" sense.

The term multimedia was first used in the 1960s to refer to shows that included elements of film, slide show, music, and lighting design. Today, along with the term multimedia, the terms cross-media and trans media are also widely used. Cross-media is the presentation of the same or semantically similar content using different media sources (different media, mobile devices), while trans media is the transmission of messages on the same topic on different media platforms and using different communication methods. In many cases, the Internet is rich with its own multimedia content. Multimedia is derived from the English words "multi" and "media", meaning "many", "several" and "communicative voices". In another definition, multimedia is defined as a combination of two or more communication channels, while a similar definition is defined in the Merriam-Webster Collegiate dictionary as multimedia - the use and attraction of multiple communication channels at the same time.

“The term multimedia was first used in 1965 by Bob Goldstein to describe an event that included light, music, and film. Nowadays, the concept of multimedia is understood as the transmission of

at least two combinations of text, photos, sound, and images. The animated state of racism can also be recognized as multimedia. At the same time, multimedia also serves to ensure clear and understandable delivery of information. The process of multimedia in the media began to be talked about in the 80s of the last century. It was from this period that its first phase was formed. But then the term was understood not as a change in media content in the media, but as interference of different media. More specifically, the multimedia media capital envisages the merger of the newspaper, radio, and television, which constitute the classical media, with the property of the book business, recording, and film industries in the cultural sphere. The second phase of multimedia consisted of mixing some media components into others. At the same time, radio series were replaced by TV series, and shows were replaced by television films. The popularity of this process peaked in the 1980s, and the visual elements inherent in television gradually began to appear in the print media as well. The third phase is characterized by the emergence of traditional media websites as well as specialized Internet media in the mid-1990s. The Internet actually represented a space that technically allowed text, visual, and audiovisual elements to be combined. However, the transition of the Internet media to a real multimedia form took a long time and lasted for 10 years. Initially, traditional media websites were only portrayed as a web view of the print media.

Indeed, the multimedia capabilities of Internet media have created a number of new conveniences for network users to become more active. Today, even anyone who is not an internet journalist has the ability to set up, run, and make friends on a website or blog in an hour based on ready-made samples. Uploading photo, audio, and video materials on websites, creating slide shows, archiving large volumes of material, storytelling new genres of journalism and the popularity of long rides serve as tools to reflect the unique aspects of online journalism.

Russian professor EL Vartanova explains that multimedia presents different information formats in a single media source”¹, EA Baranova suggests a broad understanding of this concept, that is, a two-way understanding. "Multimedia" English "multi" - plural and Latin "media" - media, ie the distribution of information and audiovisual media. These include: presenting content using text, photos, videos, audio, graphics, as well as hypertext information; content is distributed through various platforms such as the Internet, mobile phones, electronic paper, radio, and television. In contrast to the above two scholars, MM Lukina argues that "multimedia" in the media means the ability to present information in a combination of different media platforms - text, photography, audio, video, graphics, animation, and other forms. The works of professors of Moscow State University Y.Zasursky, EL Vartanova, LM Zemlyanova on multimedia serve as important sources for the transformation of traditional media infrastructure and the development of new media in the integrated infrastructure of the information society.

N. Muratova, Candidate in Philological Sciences, said that “multimedia elements increase the effectiveness of information and help it to be better received and understood. Today, the use of multimedia is not only a fashion but a necessity. It is an attribute of modern advanced online media”.

Today, the Internet has a number of features that represent the media, the most important of which are hypertext, interactivity, and multimedia. However, this division has been interpreted differently by a number of foreign and Russian experts. While American scholar John W. Pavlik of New Jersey State University admits that in addition to the above three features, there is conceptualization, time speed, and agility, while Fernando Zamit, Ph.D. in communication

sciences, adds four more features: speed, popularity, memory, and personalization. In addition, literature describing convergence, hypermedia, user-generated content (UGC), citizen journalism, and wiki journalism are also rich in different concepts.

The development of technology has led to the emergence of a special type of text structure - hypertext. Gopher was used in 1965 by mathematician and programmer T. Nelson. According to him, the hypertext is "... a text that has its own essence, capable of performing many actions at the request of the reader at the same time." The difference between traditional text and hypertext is that specially marked words and phrases are passed by "clicking" on hyperlinks. Hyperlinks or links are active elements of a hypertext document that allow you to quickly move between parts.

Because hypertext is made up of parts, it does not have a compositional structure and a single semantic center. The hypermart cannot be read in full. In the strict sense of the word, it has no beginning and no end, its boundaries are subjective and determined individually by each user. Hypertext is also divided into several groups. According to a number of Russian theorists S.A. Stroykov, M.V. Masalova, and A.S. Makhov, electronic hyperbatic based on typology are classified as follows: simple and complex according to software capabilities; static and dynamic depending on the state of availability; limited and unlimited according to the degree of completion; artistic and non-artistic according to their functional direction; divided into separate and banded hypertext according to location.

Another feature of Internet media is multimedia. M.Lukina and I.Fomicheva, leading scholars in this field, say: "Multimedia is the material realization of the idea of media convergence, that is, the integration of periodicals, radio broadcasts, television, and the Internet, which are all channels of information."¹

Doctor of Philology N. Kasimova said that "interactivity and multimedia are important features of the media and the modern digital environment. In the media, multimedia is shaped by the digital revolution created by media consumers and changing technical capabilities." Unlike N. Kasimova, she distinguishes four configurations of communication on the Internet: One to one - a communicative action, such as sending a letter to the author or editor's e-mail; One to many - sending an e-mail to a journalist, editor, moderator, electronic subscription form and other similar types of communication; Many to one - actions such as Internet users approaching a person or moderator invited for an interview in a web publication, voting in polls; Many to many - consists of communicative actions performed in interactive opportunities such as forums, commenting opportunities.

In our opinion, three important features of Internet media, hypertext, interactivity and multimedia, serve as important factors for network users to take advantage of the new opportunities of the global information space. Nowadays, online forms of communication have been developed, such as online interviews, participation in online conferences, as well as online voting in political processes, filling out various surveys and questionnaires. At the same time, it is possible to freely express opinions and leave comments on current issues or events in society through various chats and forums.

Based on the above information, the following conclusions were drawn:

First, the term multimedia has been used to refer to shows from the 1960s to the present day that include elements of film, slide show, music, and lighting design.

Second, the dynamics of the development of multimedia began in the 80s of last century and is still evolving today along with various convergent and digital technologies. The analysis of the leading news channels of Uzbekistan showed that in most of them there is a significant increase in photo and video materials. Photo report + video, video, photo, photo plate + video materials are among them².

Third, while some foreign experts acknowledge the existence of conceptualization, time speed, and agility in addition to the three traits, others add agility, popularity, memory, and personalization. Russian scientists also classify them from different angles and divide the typology of the hypermat into several groups. Uzbek scholars, on the other hand, distinguish four configurations of online communication in terms of interactive capabilities in online journalism.

Hypertext, multimedia, and infographics, as noted by most theorists, are recognized as new genres of online journalism. AV Kolesnichenko in his article "The need for genres in journalistic texts in the Internet media" a number of Russian scientists A. Tertychny, A. Kolesnichenko, M. Shostak, G. Lazutina, L. Kroychik, as well as practical journalists L. Bershidsky, M. Grigoryan, V. Tretyakovs analyzed the genre systems of journalistic texts mainly in relation to the print media. A number of theorists in the field of online journalism, such as M.Lukina, E.Baranova, M.Ulanova, L.Shesterkina, A.Kalmykov, L.Kokhanova, use new technological opportunities to provide information in addition to the mono media genres of print media: multimedia, hypertext, and interactivity, he notes.

Also, a number of other researchers, taking into account the formation of the genre format of virtual discourse, classify them as follows: the first group - e-mail, chat, forum, instant messaging (ICQ), blog, guestbook and SMS; the second group includes flash, network flirtation, virtual novel, flud, message, kreatiff, and spam. Also, a number of other researchers, taking into account the formation of the genre format of virtual discourse, classify them as follows: the first group - e-mail, chat, forum, instant messaging (ICQ), blog, guestbook, and SMS; the second group - flash, network flirtation, virtual novel, flud, message, creative and spam. Doctor of Philology NS Kasimova also notes that the integration of genres in Internet journalism is more pronounced than in other media, but they do not retain their originality. In his opinion, it is important for the Internet media to provide information quickly, its richness of details attracts the user's attention. Only television can compete with this feature of the Internet message. However, if the viewer perceives the message on television only from the point of view of the channel that broadcasts it, on the Internet he can go to other sites where the message is broadcast and compare it, if necessary, receive news and messages both in text and audiovisual form. This ensures that the message reaches the user in its entirety. N. Muratova also includes global media, interactivity, hypertext and archived resources. In our opinion, today the process of convergence in any field has become popular and has required changes in the genre. The Internet media has also created a visualization of various genres in terms of its speed in conveying information. The wide possibilities of information and communication technologies, especially the global network, have given a new impetus to the genres of Internet journalism. From simple reporting to online reporting, online conferences have also begun to attract a wider audience.

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IMPROVING THE STRATEGIC COMPETENCE OF FUTURE MILITARY PSYCHOLOGISTS IN TEACHING THE RUSSIAN LANGUAGE

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ABSTRACT

The article is devoted to the use of innovative methods in the process of teaching Russian as a foreign language, specifically NLP technologies, coaching and games, in higher military institutions. The author proves that the topic of using games as innovative method in teaching Russian language lessons is relevant in modern pedagogical reality. The game is one of the most important means of physical mental and moral education of the cadet. Innovative technologies help to activate the activity of cadets, develops cognitive activity, observation, attention, memory, thinking, creative imagination, supports interest in the subject being studied, relieves fatigue, that is, makes the learning process entertaining for cadets.

KEYWORDS: *Innovation, Pedagogical Methods, Teaching, Educational Tools, Learning Process, Cadets, Technologies, Effective Methods, Computer Technologies.*

INTRODUCTION

In the world, in the era of mass informatization and globalization of computer technologies, special attention is paid to improving the status of a foreign language as a means of communication, which is explained by such factors as the expansion of economic, political, diplomatic, cultural ties between countries, the development of mass communication, interstate integration in education and science, as well as strategic partnership with others states in the military sphere. At the same time, in many areas of future personnel activities, the requirements for the level of language training of a military specialist are also increasing.

In the world practice of higher military educational institutions, scientific research is conducted on a regular basis aimed at the effective use of innovative pedagogical technologies in the educational process to increase the strategic competence of future military specialists in teaching a foreign language, in particular, at the United States Military Academy (USA), Iowa State University (USA), Ontario Institute for Studies in Education (Canada), The PLA National Defense University (China), Korea National Police University (South Korea), St. Petersburg Order of Zhukov Military Institute of the National Guard of the Russian Federation (Russia) and other major military higher educational institutions in the world. However, modern methods of effective teaching of the Russian language to future military psychologists of the Higher Military Educational Institution on the basis of innovative pedagogical technologies are currently insufficiently developed. Consequently, the improvement of the strategic competence of future

military psychologists at this stage of development and reform of the education sector is very relevant. And this entails research work carried out in this direction.

Taking into account the above, one of the urgent tasks of this study is to conduct scientific work aimed at improving the strategic competence of future military psychologists using innovative pedagogical technologies and the development of textbooks of a new generation based on the widespread use of innovative pedagogical technologies.

MATERIALS AND METHODS

The methodology of teaching the Russian language is devoted to the works of domestic scientists such as L.T. Akhmedova, M.D. Dzhusupova, E.A. Lagai, D.U. Hashimov, V.I. Andrianov, M.A. Batyrov, S.I. Ismailov, O.V. Kon, S.S. Magdieva, as well as the topic of innovative pedagogical technologies is reflected in the works of Sh.I. Bobokhudzhaev, Z.YuYuldasheva, M.V. Clarina, H.A. Mamatkulova, D.U. Khoshimova, etc.

In the Commonwealth of Independent States, the problems of development, formation and improvement of linguistic and communicative competence have been studied by such scientists as N.I. Zhinkin, I.A. Zimnaya, Yu.A. Maskevichene, A.R. Luria, F. de Saussure, and with regard to the pedagogical concept of personality-oriented education, the works of E.V. Bondarevskaya, A.V. Brushlinsky, V.T. Fomenko, I.S. Yakimanskaya.

And also, the issues of improving the quality of strategic competencies are considered in the scientific works of foreign scientists such as M. Canal, M. Swain, J. A. van Eck, L.F. Bachman, O.S. Palmer, etc.

At the same time, it should be noted that research work related to improving the strategic competence of future military psychologists in teaching the Russian language using innovative pedagogical technologies is not carried out enough in our country.

To solve the tasks were used such methods as analytical and descriptive (analysis of linguistic, psychological, historical, educational and methodological literature on the research problem); socio-pedagogical (observation of the speech behavior of cadets, questionnaires); experimental (conducting ascertaining, experimental and control experiments); comparative (comparative analysis of speech samples); statistical (processing of the results obtained during the experiment).

RESEARCH RESULTS

We have interpreted the methodological approach in learning a foreign language to the problem of improving the strategic competence of such concepts as “strategic competence” and “military strategic competence”;

the need to improve the use of innovative technologies in teaching Russian to cadets of higher military educational institutions has been substantiated; forms, methods and means of improving the competencies of future military psychologists have been developed;

a set of creative tasks and control works on improving the methodology of learning the Russian language has been created and actively introduced into teaching practice;

a multimedia electronic information resource on improving strategic competence has been created;

Animations and video lessons have been developed based on the selected system of using innovative pedagogical technologies, such as video blogging technology;

The necessity of introducing the direction of educational and psychological activity and training of cadets of this direction in the Russian language in accordance with the specialization for the units of the Armed Forces of the Republic of Uzbekistan is substantiated;

Methodological recommendations have been developed to improve the strategic competence of cadets based on the division of groups into subgroups according to the principle of difficulties arising in the process of speech: linguistic, psychological and methodological.

DISCUSSION

1. NLP technology (neuro-linguistic programming). When teaching cadets Russian as a non-native language, NLP is used as the key to fast and correct memorization of not only individual words, but also speech constructions. This technology is suitable for Turkic-speaking cadets of the I-th type of language acquisition, who have social activity, a desire to assert themselves in a team, a desire to communicate. Specific steps of NLP techniques that will help you learn the language – anchoring technique, Swish technique (“whistle”, “wave”), assimilation technique (reframing), etc.

2. Coaching one of the fastest and most actively developing educational practices aimed at developing creative and thinking capabilities. This technology helps cadets with increased shyness in situations that demonstrate to others an insufficient level of their education, and at the same time, who have developed perseverance, perseverance, emotional stability, discipline, the desire for independence and self-government. In addition, coaching helps to overcome internal psychological barriers, find motivation to learn, and quickly master the materials of Russian grammar. This technology is suitable for Turkic-speaking cadets of the second type of language acquisition.

3. Video blogging is innovative pedagogical technology. Currently, young people are characterized by a “clip” type of perception of information, it is in such cadets that spectator-like memory prevails over auditory memory. Video blogging includes: a bright, emotional, but meaningful and concise style of presentation of educational material; the presence of verbal and non-verbal information; organization of post-text work involving discussion and comparison of points of view, discussions, etc. This technology is suitable for absolutely any type of language acquisition, as it allows you to practice skills and abilities independently without significant time costs.

CONCLUSION

According to the results of the research, the following main scientific and practical results were obtained:

1. In the era of universal informatization and globalization of computer technologies in the world, the expansion of economic, political, diplomatic and cultural ties between countries, the development of mass communication, interstate integration in the field of education and science, as well as strategic cooperation with other states in the military sphere require increased attention to raising the status of a foreign language as a means of communication related to with factors such as:

2. The definitions of such concepts as “competence” and “strategic competence” were analyzed according to the goals, objectives and topic of the study. The information presented in dictionaries on pedagogy, literature on the methodology of teaching special disciplines has been studied. Important aspects of strategic competence of future military psychologists are highlighted.
3. A textbook on the Russian language and a training program for electronic video animation were created for future military psychologists and put it into practice. Increasing the level of strategic competence of future military psychologists is achieved by systematic, purposeful formation of all its components, subject to certain pedagogical conditions.
4. The results of the analysis proved the positive effect of the introduction of the video installation program in the teaching of the Russian language of higher military educational institutions, which allows not only to develop oral speech, but also to improve the ability of cadets to logical and critical thinking in relation to various phenomena.
5. The system of using innovative pedagogical technologies selected using Case-study, couch and multimedia technologies was substantiated, and the following innovative technologies were reflected in the textbook “Russian language for military psychologists”, and special recommendations and instructions were developed to improve the effectiveness of this process.
6. A pedagogical experimental check was carried out, objects were selected for its implementation, tasks were determined during the experimental check. In order to gradually improve the strategic competencies of future military psychologists with the help of innovative pedagogical technologies, a methodological system has been developed.

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THEORY - BASIS OF LITERARY CRITERIA AND NORMS

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ABSTRACT

The article discusses the scientific research on the theory of literature in Uzbek literature and the role and importance of theory in the development of literature. We express theoretical views and practical experience in the textbook on the history of the theory of Uzbek literary criticism and the principles of its development today.

KEYWORDS: Literature, Theory, Art, Style, Genre, Plot, Composition, Content, Form, Types, Lyrics, Epic, Drama.

INTRODUCTION

From the time of the emergence of written literature, we have also developed theoretical ideas that provide for regulating literary criteria and norms. In M. Kashgari's work "Devonu lug'otit turk" we encounter the first theoretical views on literature and linguistics. In the XV century, Alisher Navoi in his work "Mezon ul-avzon" gave excellent theoretical information about the structure of poetry in Turkish literature, and the rules of the weight of aruz. The Majlis un-nafois contains valuable theoretical ideas about the genres of art and their requirements for them. Even today, we study the weight of dreams and the poetic genres created at this weight on the basis of these theoretical requirements.

Theory plays an important role in the development of literature, in defining criteria and norms, in compiling and classifying works of art, in understanding the essence of the literary process and its principles. That is why scholars engaged in literary theory have been active in all periods. Literary criticism as science emerged in our country in the early twentieth century. Fitrat and Cholpon's research and scientific views on literary theory played an important role in this. In particular, Fitrat was seriously engaged in the theory of literature and created a scientific work called "Rules of Literature." In this play, "A Guide for Literacy Teachers and Enthusiasts," Fitrat introduces the most basic concepts of literature and art. The scientist defines the concept of literature as follows: "...literature is the idea of describing the waves in our emotions with the help of words and phrases, creating the same waves in others"¹.

Literary criticism is a barometer of the literary process, the genre characteristics of literary works, the diversity of genres, methods and techniques of creating a work of art, types of artistic means of reflecting reality, the scientific basis of literary updates, the development of theoretical rules. The level of the literary process is determined by literary criticism, it evaluates and explains the essence of news. There is a constant search for answers to questions such as whether

literature is lagging the development of literature, whether it can have a positive impact on the literary process in a timely manner, and how the theoretical rules, criteria and norms developed from literature are reflected in literary works. This requires the constant improvement of the theory of literature, implementing new scientific research and scientific inquiries. During the years of independence, we have done great work in the theory's development of literary criticism in the Uzbek national literature. Secondary schools, secondary, special educational institutions, and textbooks for higher education, textbooks have been created on the basis of new theoretical views, ancient criteria and norms of artistic thinking. A number of fundamental researches have been carried out by our literary scholars. Izzat Sultan's "Literary Theory"², Dilmurod Kuronov's "Fundamentals of Literary Theory"³ is one of them. Well-known literary critic Hotam Umurov is a scientist who has done significant research on theoretical issues of literature. His textbooks "Rules of Literature", created in 2002, "Literary Theory", created in 2004, have a worthy place in the development of literary science. In 2021, he co-authored a textbook "Theory of Literary Theory"⁴ with the scientist Azimiddin Nasirov, which was published by the Samarkand State University.

The textbook consists of seven chapters, a conclusion and a dictionary of literary terms. The first chapter deals with the development of literary criticism as a science of fiction, its components and additional areas, textual studies, source studies, literary-critical thought. The topics of "Life and Literature", "Object, subject and task of literature" are scientifically and practically showed the criteria, norms of artistic expression of reality in literature, the relevance of artistic texture to the realities of life, adherence to historical principles, methods and means of depiction. There is much more extensive and detailed information about the specific ways in which reality is reflected in different genres of literary genres. Commenting on Hamid Olimjon's poem "Question", he emphasizes the uniqueness of the image of reality in poetry. To do this, he draws attention directly to a passage from the poem:

If I dress you for spring,
When I wrap the stars around the snow.
If I bring it and put it in front of you,
If I kiss both the star and you.
It's a fairy tale if I talk until dawn.
Flower pickers skirts and skirts
If I bring it to your feet,
I praise you and insult you
Will you be satisfied then?
Will what you say come true?

"In this poem," the authors explain, "there is no expression of a broad picture of life, it is a snapshot of the feelings evoked in the heart at the request of a friend; there is a willingness to give to the lover, to give his existence to please his lover. It is exciting and musical in the form of the poet's personal experiences"⁵.

The second chapter is "Artistic image. Ways and types of image creation". The concept of the image, the function of the artistic image, are quoted from VG Belinsky, which scientifically

substantiates the theoretical ideas. The authors of A.Ulugov's textbook "Introduction to Literary Studies" say that the word "image" comes from the Slavic languages, we derived it from the word "object" (drawing, carving, carving). We give it extensive knowledge that fiction is the most influential tool in the artistic reflection of reality.

The theme "Ways and types of image creation" deepens the imagination and knowledge about the image. Initially, two types of image creation were distinguished. These include image creation by aggregation and prototype-based image creation. We divided the images into types according to the literary type and genre, style and visual means. Epic image, lyrical image, dramatic image, fantasy image, mythical image, mythological image, figurative (symbolic) image, satirical (allegorical) image, satirical image, humorous image. The properties of these images are theoretically substantiated according to the nature of each. Images in works created in the historical or modern spirit are also classified. Images of historical figures, images of contemporaries, complex images, changing images, image gallery, explanations, descriptions of the terms of the hero, and character are given. Theoretical knowledge is not simply stated, but each theoretical rule has been tried to be put into practice by referring to a particular work.

The diagrams given at the end of the topic refer to the most important theoretical concepts to further strengthen the knowledge about the image. The value of the textbook was enhanced by the fact that these authors did not limit themselves to our national literature, but used the theoretical knowledge in Russian, European and world literature in general. In particular, it is important for the student to know that Aristotle used the word instead of image and that Gegel described the image as "thinking through art-images."

In the topic "Artistic character and literary type" there are two features that determine the content of the character. The importance of the principles of psychologism in the creation of character and artistic type is widely discussed. Important scientific conclusions are made on the basis of the interpretation of the characters and artistic types created in the works of A. Qahhor, A. Qodiriy, Oybek.

"Although the dynamic and analytical principles of psychology seem to contradict each other, it is also inappropriate to contrast them. These principles are seen in some novels as harmonious, twins. In such works, the spiritual world of the heroes is solved through their actions and images, as well as the flow and development of the dialectic thoughts and feelings of these heroes. In these same novels, these two principles of psychology are analyzed in dialectical unity. This is a synthetic principle of psychologism. Oybek's novel "Blessed Blood" is the first and most beautiful example of Uzbek novel created on this principle"⁶.

"Content and form. Theme and idea", "Plot and composition of the work of art", "Artistic speech. Peculiarities of Poetic Work", Literary Types. Epic, lyric, drama", "Artistic style. The most important theoretical principles of literary criticism, the main criteria and norms in the analysis, composition and classification of works of art are also scientifically studied in the chapters "Creative method and literary trends". The phenomenon of unity of form and content is very well and convincingly explained through examples taken from different works. Emphasizing that there is no unity of form and content in the poem presented by the veteran as a poem "Moon ax", he scientifically substantiated the harmony and content of Hamid Olimjon's poem "You have been in my mind for a long time".

“Art - the beauty of beauty, the elegance, the harmony, the pleasant tranquility - the content fascinates with the integrity of the form, leads to goodness, especially when singing love: music, words and voice to each other's body, no, no, soul- When it is absorbed into their souls when a bright living world is created from all three, you say, oh, you tear your cheeks, shed tears, your soul burns, every emotion burns in your heart, and in this fire, it ripens, heals and renews the spirit of goodness⁷.

Passionately, this definition helps to understand the essence of content and form.

When it comes to the plot of a work of art, the authors mention the diversity of plots in world literature, the nature of each event is divided into such types as artificial plot, life plot, and mastered plot. All of these plots are found in the works of Uzbek literature, and the authors cite vivid examples from them. Each part of the plot gives a complete description. Composition is the structure of a work, which consists of several parts. The writer or poet places the parts of the work in accordance with his artistic and aesthetic purpose, the compositional integrity of the work should serve to make it convincing, impressive and fully meet the requirements of art. This is clear and clearly reflected in the compositional drawing. The authors explained the means of components such as title, epigraph, lyrical introduction, retreat, introduction, insert episode, landscape, housing, equipment, the image of objects, and molding.

In explaining the specificity of artistic speech, they appealed to the views of M.Gorky. It is said that imagery is the first condition in the form of artistic speech. The passage from the work of Osman Nasir reveals the importance of the artistic image. The role of imagery in enhancing the effectiveness of work is further substantiated not only by poetic works but also by examples from prose works.

A broad and detailed understanding of each of the literary genres, such as epic, lyrics and drama, is given. One of the valuable aspects of the textbook is that it is not only a fundamental scientific work but also has a popular character. This is because this resource can be used not only by philologists or students but also by literary enthusiasts in general to enhance their theoretical knowledge and skills. The glossary of literary terms given at the end of the textbook was especially useful. Students who have acquired theoretical knowledge from the textbook will further enrich their knowledge by using these dictionaries in practical activities.

The textbook "Literary Theory" plays an important practical role in the development of Uzbek literature, timely scientific assessment of literary events, scientific analysis of works of art, raising the artistic and aesthetic level of readers. We can say that H.Umurov and A.Nasirov enriched Uzbek's literature with another valuable scientific source in return for their contribution to the creation of this book.

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VALUES AND EASTERN METHODS OF THEIR PROPAGATION

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ABSTRACT

This article is about the environment and its influence on the formation of national, regional and other values of any society. It also shows the scientific substantiation of the promotion of these values and the methods of their simple explanation by Eastern scholars.

KEYWORDS: *Value, Nature, Universe, Planet, Influence, "Planetary Values", Colorful Gardens, Earthquakes. Architecture, Infectious Diseases.*

INTRODUCTION

Man, like all beings in existence, is a product of nature, its fruit. In other words, a part of it. It is a conscious, intelligent being in him, capable of assimilating and changing it. He appeared at a time when he belonged to infinity in the space in which he lived. He is also the one who strives to live forever while mastering what is available. Man is the most intelligent and conscious of all beings on Earth. That is why he seeks to use everything in nature for his own benefit. As a result, all these actions of a person have radically changed his life, his character, values, lifestyle. No matter what the life of the people, it seems that natural processes play a key role in the formation of national values in them. However, this was due to many other factors in the formation of national values.

These are: the celestial bodies that surround us and our planet and their movements. It is they and the changes that have taken place in them that have had a direct impact on our planet. And they have gradually become regional, universal, universal and, in our view, planetary values. These are the product of objective laws, their result.

In this regard, the formation of natural values occurs in nature (natural whims, severe winters, strong winds or storms, excessive rainfall or drought, geological processes: landslides, earthquakes, landslides, in particular, the spread of infectious diseases and b.) While events have a direct impact, we can say that planetary and planetary factors are the main reasons for their occurrence. We will try to prove this point as follows. To do this, it is necessary to say what is meant by understanding the essence of the phrase "planetary values" that we are introducing. This is especially true of celestial bodies, especially the Sun and the planets in its galaxy, which directly influenced the formation of life on Earth. So how precious is the Sun to us? How much does it affect our daily life, our social life, our spiritual outlook? Let us ask this question in the second form, What would happen on Earth without the Sun? While it's awful to think about it, a little imagination is more effective for us to understand the essence of our subject. Everyone answers this question differently. But in all of these answers it is concluded that the existing life ends. So it's not hard to see how important the Sun is to us in our lives. This importance can be

seen in the history of all peoples who know that their past is ancient. Although this is related to the deification of celestial bodies, however, various opinions about their impact on the Earth, their role in change, have strongly influenced the social, political and spiritual life of nations.

These can be seen in the deification of celestial bodies, the initiation of wars in one form or another, and the prediction of victory depending on the location of the planets, and so on. However, it should also be noted that the first scientific ideas that celestial bodies affect the Earth's surface and cause strong movements on it also emerged centuries ago. This gave rise to certain concepts and scientific hypotheses about the structure of the Earth and its impact on the lives of the people living on it. For example, seismologists believe that the location of the full Moon and Sun at a certain point is one of the reasons for the activation of earthquakes at the Earth's surface.

Some sources state that the first observations in this regard are related to the activities of Abu Ali ibn Sina. It is pointed out that the first scientific hypotheses about the repetition of such a position of celestial bodies over a period of time and the increase in gravitational influence during this period also belong to this scientist. This can be seen in the example of a series of earthquakes that have occurred over the past 30 years. This theory of the scholar found its scientific confirmation later, in the last century.

The International Conference on Current Problems of Modern Seismology, dedicated to the 50th anniversary of the Tashkent earthquake in April 1966, states that a number of strong earthquakes occurred as a result of the Moon's approach to the Earth. Or changes in groundwater can be caused by plate movement and they can be considered predators of earthquakes. This scientific hypothesis is also related to the work of the Central Asian scholar Aburayhan Beruni. In his book India, the scholar writes that the rising of the water at the rising of the moon caused certain habits to be formed in the Indians. In this work, the scientist also shows how much the occurrence of natural disasters affects the way of life of mankind.

Russian writer B. Pilnyak, who visited Japan in 1920, wrote: "Japanese life is completely connected with earthquakes. These earthquakes freed the Japanese people from the feeling of being attached to objects: the psychology of the people took them out of their way of life. Japan's material culture has become an organized nerve of the Japanese people. "In this regard, seismologist K. Abdullabekov writes: "Perhaps the threat of permanent extinction has formed the Japanese national character. The Japanese are humble, resilient and determined. They are capable of overcoming disasters that many nations cannot even imagine. The people of Japan have made unprecedented strides under natural conditions that are constantly threatened by earthquakes, tsunamis and typhoons. ".

Natural phenomena, including earthquakes, have long had a great impact on the way of life of the peoples of Central Asia, as well as the people of Uzbekistan. It is precisely the efforts to protect themselves from this natural disaster that have forced them to make changes in their living conditions, which have also led to the formation of specific traditions. The desire to know the mysteries of nature has led to the deification of them in all nations, the emergence of various myths and stories.

It can be said that human life is in harmony with the events and happenings that take place in nature. For this reason, protection from them or welcoming them with joy when they occur has gradually formed a system of peculiar habits. These, in turn, have led to the formation of specific

values over time. For example, the peoples of Central Asia, including Uzbekistan, have developed many values related to earthquakes. It should be noted that the Central Asian region is located in the Mediterranean-Asian seismic belt, so there have been strong earthquakes since ancient times.

The occurrence of earthquakes required a specific approach in the construction of houses or buildings for other purposes. For example, in the construction of private dwellings, *sinch*, i.e. wood, was widely used. Sink houses are considered to be resistant to both horizontal and vertical earthquakes. That is why the saying "My peaceful home is my peaceful home" has appeared among the people. Simply put, the construction of houses with wood from ancient times has increased the earthquake resistance of the building. As a result, this has led to the emergence of "double-sided", "single-sided", "mixed-sided" buildings.

On the other hand, in order to meet the demand for wood products, when a son was born in the family, 25 poplars were planted on the banks of the river. These logs, on the other hand, are grown until the child grows up and become a ready-made raw material. This habit gave fathers a sense of duty to their child, that is, a responsibility to provide him with housing.

In addition, it was the planting of poplar trees along the waterfront that prevented land degradation and landslides. Many of our traditions, preserved in some regions of Uzbekistan, constitute ancient national values. In particular, in the southern regions of the country, the "Darveshona" ceremony was held against natural disasters and their dangers. In the spring, that is, in the first days of the Eastern New Year, they were asked not to have any misfortunes and calamities. Many customs, such as "chasing the wind", "calling the wind", "calling the rain" have become the national values of our people. It is known that Uzbekistan is located in a dry arid zone, and its economic development depends on water. Therefore, farming has long required large canals, canals and other culverts. However, digging large canals required a lot of work. This has led to the formation of a collective work in the life of the Uzbek people called "Hashar", that is, another unique national value. However, they were filled with mud and derailed as a result of floods that occurred during early spring and late autumn rains. For this reason, the Uzbek people pay great attention to the cleaning and repair of water pipes in early spring and late autumn. In this work, all segments of the population were involved and took the form of hashar.

It should be noted that the conduct of these hashars in late autumn or early spring prevented many infectious diseases. Our ancestors worked according to the geographical environment and climate of the place. That is, a faster drop in cold after the water sources have been cleaned has killed existing bacteria and infections in the waste. It also caused the carriers of them to perish. On the other hand, it is the clearing and repair work that has ensured the safe passage of floods and mudslides to the population and areas. A lot of work has been done through hashar.

In particular, the idea of preserving the blessings of nature and thereby ensuring the perpetuation of humanity is reflected in the ancient book "Avesto". At a time when environmental problems are threatening today, the idea of not polluting water, air, soil and fire shows the greatness of our spiritual values. Promoting the meaning and content of this book among the population is more important today than ever. Because it reflects not only the purity of man, but also the purity of nature and the ways to achieve it. It remains one of the most valuable written sources of mankind with its content.

The content of the book leads to the idea that those who knew the role of the Moon and the Sun in human life were in general integrity. Today, Uzbekistan is one of the leading countries in the world with its cultural monuments. These monuments are the cultural values of our people, most of which are recognized by UNESCO. In the construction of these buildings, which have been living in the seismically active zone for centuries, the architects took into account natural phenomena. In particular, they have a unique approach to protecting them from earthquakes, landslides or landslides, floods or mudslides, rain or moisture. These approaches have also led to the formation of national values.

It is known that there are also windy areas or areas along the wind road in the country. Certain traditions have been formed here. It even led to a unique approach to building construction. This is evidenced, for example, by the construction of houses without eyebrows, that is, by joining their walls and roofs and plastering them evenly with straw mud. This served to keep the wind from blowing off the roofs of the houses, as well as to make a whistling sound when the wind got stronger. It is known that earthquakes played an important role in the development of the science and culture of architecture. A unique scientific base has been created. For example, in the construction of large buildings, the creation of a state of deformation in the foundation significantly reduced the strength of the earthquake, the use of ganja in the construction of buildings, as well as lightening the upper part of them, caused earthquakes.

Of course, celestial bodies have been said to affect the Earth's geographical, geological position, climate, and cause many natural phenomena. However, the increasing anthropogenic impact on the Earth further increases the weight of such threats. For this reason, advocacy methods play an important role in educating the population, including young people, to love nature. In our view, the use of methods used by our scientists, who have made a huge contribution to world civilization, plays an important role in this. In particular, Abu Rayhan Beruni in his works can widely use the technology of "colorful gardens", as well as his way from simple to complex, Abu Ali ibn Sina's method of explaining complex processes in all genres of interest.

Abu Rayhan Beruni writes in his book "Monuments of Ancient Peoples" about what he paid special attention to so that the reader could understand and not get bored. He strives to write his works by attributing them to colorful gardens. For this reason, when Beruni's works focus on an event or phenomenon, all its causes are studied in detail. It also discusses the views of the population on similar realities in other nations, the knowledge formed in them. Alloma, his works are written in a simple and plain language that everyone can understand. In this regard, he argues that the separation of scientists from the general population lies in the scholars' explanations in their own complex language.

Abu Ali ibn Sina, a scholar who had a place in world medicine, also paid special attention to simplicity in writing his works. In particular, the reason for writing medical science in a poetic way was the growing interest of the population in music, song, poetry and art. It can be said that this was one of the factors that led to the development of medical culture among the population at that time. In Eastern medicine, the poetic writing of most works prevented the emergence of many infectious diseases.

It can be said that nature and its factors, as well as the celestial bodies that surround our planet, play an important role in human life. This is the most effective way to explain this connection to all segments of the population in simple and straightforward language. On the contrary, the use of various complex terms is not effective enough in the promotion of the intended goals. These

terms are most effective only when the listener has a certain understanding or knowledge in the field.

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FACTORS FOR FORMATION OF SOCIAL ACTIVE CIVIL COMPETENCE IN STUDENTS

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ABSTRACT

The development of civic competence among students, as well as the development and assimilation of civic competence, competencies, legal consciousness, legal culture, legal knowledge and other scientific competencies in students is a key factor in today's reforms in education and science. It is serving.

KEYWORDS: *Citizenship, Competence, Civic Competence, Competence, Legal Consciousness, Legal Culture, Legal Thinking, Competent Approach to Education, Professional Competence, Socially Active Civic Competence.*

INTRODUCTION

The main goal of the ongoing reforms in our country is to ensure that the younger generation grows up to be spiritually mature, well-rounded, inquisitive, demanding and enterprising social activists. In particular, education reforms are important for the development of students as socially active citizens. President of the Republic of Uzbekistan Shavkat Mirziyoyev in his speech at a meeting with members of the public on June 15, 2017 "Ensuring social stability, preserving the purity of our sacred religion - the need of the hour" to protect the rights of citizens. The role and significance of the Constitution in raising the legal awareness and culture of our citizens, as well as in increasing their socio-political activity are invaluable. It is not in vain that he emphasized that.

In the Republic of Uzbekistan, as a socially active citizen, due to the priority of continuity, continuity of education, personality and interests of students, a special place is given to increasing their activity through the formation of basic competencies in education in accordance with their age. In particular, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 187 of April 6, 2017 made.

In this resolution, the formation of socially active civic competence in increasing the social activity of students requires the student to feel and actively participate in events, happenings and processes in society, to know their civic duties and rights, to observe them, to work and the formation of the ability to behave and have a legal culture in civil relations. In particular, if we focus on the concepts of competence, competence, civic competence, which are used as a separate concept in the development of pedagogy, we should refer to the scientific potential of

local and foreign researchers. Competence is derived from the word "to compete", which means "to compete", "to compete", "to compete".

Special attention was paid to the etymological analysis of the concepts of "competence" and "competence" by NA Muslimov, one of the scientists of the Republic. expressed as implying. Since the introduction of the category of "competence" in the scientific work of foreign scientists, the basis for the separation of the concepts of competence and competence has been created. But the emergence of a competent approach in general education is often associated with the famous British psychologist J. Raven, who described competence in detail in his book, Competence in Modern Society. In this paper, "there are many components, many of which are independent of each other, some components belong to the more cognitive sphere, others - to the emotional sphere, these components interact with each other as effective behavioral organizers. can fill.

Bunda Dj. Raven argues that "appearances of competence" are the essence of "motivational abilities." Thus, the psychological theory of competence was developed by Dj.Raven, according to which competence is a product of the human psyche, which depends on biological heredity, abilities and other individual characteristics, and its development depends on the living environment (schools, families, work team, friends, etc.).

Not only in the world, but also in the study of competencies by researchers of the Russian Federation, different types of competencies are identified for different activities, attempts are made to build training whose ultimate goal is the formation of competencies. UNESCO defines the scope of competencies that should be considered by all as the desired outcome of education and introduces the concept of core competencies.

At the current stage of development of a competency-based approach in education, attempts are made to clearly articulate the system-building concepts of competence and competencies. B. Gershunsky studied the concept of competence in relation to the professional field of human activity, in which he noted that responsible attitude ". He saw professional competence as one of the founders of the structural link in the effectiveness of education, consisting of literacy, awareness, professional competence, culture and mentality.

L.D.Davidov considers the concept of competence as a group of interrelated and interdependent knowledge, skills and abilities that ensure the performance of a specific (professional) task. Competence - the ability to carry out (professional) activities within the acquired competencies, make responsible decisions and work in accordance with the requirements of the situation. Describes the existing knowledge and skills as a measure of compliance with the actual level of complexity of the tasks to be performed.

In his research, I.A. Delgas argues that competence is "a means of finding knowledge, skills, awareness, and a place in the world that promotes personal self-realization, and as a result, education is highly motivated. and as the provider of the maximum requirement of personal opportunity, the recognition of the individual by those around him and his understanding of his own importance ".

In the dictionary of pedagogy, a teacher's professional competence is defined as a teacher's pedagogical activity, pedagogical communication and acquisition of the necessary set of knowledge, skills and abilities of the teacher, which determines the formation of the teacher's personality as a carrier of certain values, ideals and pedagogical consciousness. 'rifladan.

Competence is the ability of a subject to establish a link between knowledge and the situation, or in a broader sense, the actions needed to solve a problem in a particular situation, the direction of the process (knowledge + action) the ability to find the basis, to determine.

Defining the concept of "civic competence", its structure and the nomenclature of its competencies is also a difficult task. The Concept of the State Standard of General Secondary Education Development of human capital as one of the priorities of the state requirements in the field of general education - morally and spiritually mature, independent, active and competent living and working in a free democratic country in an information society and market economy aims to train a generation of citizens.

The state standard of general secondary education aims to explain the legal concepts such as constitution, state, law, duty, obligation, citizen, human, law, ethics, etiquette in the competence of acquiring legal consciousness in the basic competencies of socially active citizenship . Competence to be legally literate develops legal skills, reflexes in the minds and thinking of students to respect the constitutional rights, duties and obligations of man and citizen, the ability to make the right decisions in the exercise of rights and freedoms, legitimate interests the competence to form a civic position is formed.

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THE ROLE OF CAREER DEVELOPMENT IN INTERNATIONAL ASSIGNMENTS

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ABSTRACT

International HRM has focused its attention on identifying the factors that can lead the organization to retain the individuals upon return from international assignments. International assignment failures occur due to number of factors such as culture shock, career development, adjustment failures which has led to pre-mature returns, high financial costs and at last employee turnover. This leads to the question of how employees in MNC's can be retained after international assignments. Therefore, this paper explores the role of career development among repatriates in the context of international assignments. It is assumed that career development would affect the repatriate's turnover intention. This paper presents the results of a study based on the response of 500 Indian Repatriates. The purpose of this paper is to explore the perception of repatriates towards their career and whether this is considered to be a problem. Independent T-test reveals there is a positive trend linking the perception of international assignments as a career qualification to lower turnover rate of repatriates. A lower level of organizational career support resulted in greater turnover intentions.

KEYWORDS: Career Development, Repatriates, Retention, International Assignment.

I INTRODUCTION

To assist International HR managers in the successful movement of employees around the globe, academic researchers have elucidated many of the personal, organizational, job and environmental factors that contribute to effective international assignments. Previous research studies have shown little importance on how expatriate assignment experience affect employee's career upon repatriation. Thus, the purpose of this study is to explore the influence of career advancement on repatriates' turnover intention.

II Review of Literature

Many researchers have studied the field of expatriation, however only a limited group of researchers such as Black, Brewster, Gregersen, Mendenhall, Oddou, Stroh and Suutari focus on

the employees who are *coming back* from international assignments to the home country; a process known as repatriation. Companies and repatriates returning to parent companies, often seem to underestimate the issue of going home, as the repatriates are “just” going home. According to research conducted by (Stroh et al., 1998) repatriates may experience a reversed culture shock when coming home, if not prepared, as many things are likely to have changed during their expatriation. In North America, 25 % of returnees leave parent companies within one year of coming home (Black, 2002). This is a problem for companies that have invested a lot of money in the repatriate (Black, 1998).

Repatriates who perceived that the company they are working for as positive toward international assignments, are more likely to be happy with their situation and stay with the company. Harris mentions a survey where only 4% of the companies asked said that an overseas assignment had a positive effect on ones career (Harris, 2002). Stroh states that the connection between career development variables and the repatriation adjustment as well as the retention rate of employees has been thoroughly investigated in a domestic (i.e. USA) context (Stroh,1995). Usually the “domestic” employees are able to climb the professional “ladder” leaving behind the repatriates that have been abroad (Arlinghaus, 2005). Therefore, this question was formulated in order to check the attitudes of the companies when it comes to international assignments as a career qualification in India, as the repatriates are likely to pick up on the companies’ feelings in this respect. The use of a structured career development plan can assist employees in considering various options and their implications on current and future opportunities (Field and Thomas, 1992; MacDonald and Arthur, 2005). Long before proposing an international assignment, the general HR planning system can encourage high potential employees to build firsthand international experience into their long term career plans. This would enable employees to look ahead to the experience, give them a chance to gain cross-cultural and language skills, and prepare their family for overseas relocation before it happens. This approach can reinforce the importance of international experience as a career building block and reduce the shock of such an assignment when it occurs (Allen, 1998; Fieldman, 1992; Ruisala and Suutari, 2000). When an international assignment is offered, the expatriate can be given a preview of the types of jobs guaranteed on their return (Kramar. 1997; Morley, 2003). The jobs offered should be comparable to, and not lower in level than, the one held before the overseas assignment. This commitment to the expatriate will lead to two outcomes. First, the employee is more likely to accept the overseas position, and experience less uncertainty and stress about his or her return to the home country. Second, having issued a guarantee the company will be more likely to take the necessary steps to provide for the smooth repatriation of the employee (Allen. 1998; Black. 1992; Lazarova. 2001). Since most international assignments are temporary, it is likely that an expatriate's next job move will be back in their home country's organization. Unless the expatriate is retained in the HR planning system, he or she will be entirely excluded from job screenings, while the domestic employee will be included. Appearance in job screenings, even before a planned return, will increase the visibility that many expatriates fear losing while in the field. (Allen and Alvarez, 1998; Klaff, 2002; Mendenhall. 1987).

III Methodology

A questionnaire falls under the category of a deductive research approach. The choice of research tool is an internet questionnaire because it easily reaches many respondents at different

companies, in a short span of time. The questionnaire was put online and sent to the respondents via a link in an e-mail. This procedure was chosen in order to facilitate the filling in and sending back for the respondents, whilst incurring the least costs and the lowest time consumption, in comparison to sending by post. The total number of questionnaire distributed through link was 700 and 500 repatriates responded. Thus, the response rate is 71.4%. The respondents were asked to rate on a 5-point Likert scale towards the statements. The questionnaires were analysed in the statistical program SPSS. Afterwards the hypotheses were tested, in order to see if the data from the survey supported or rejected the hypothesis.

a. Objectives of the Study

This paper aims to achieve the following purposes:

1. To explore the perception of repatriates towards career development.
2. To know whether repatriates had discussion about their possible job upon return from overseas assignment.
3. To examine whether company looked favorably on those employees and managers who had international experience.

b. Sample characteristics

The sample is composed of 72 % of repatriated men with 71% of respondents aged between 25-35 years who have working on an average of 4- 6 yrs for the companied. 62% were married and was not accompanied by family during international assignments. Majority 61% of the repatriates belong to middle level executives and had been abroad for 6 months to 1 year. Most of the international assignments deputed were in U.S.

c. Data Analysis

Collected data was sorted and then analyzed using SPSS. Independent T-Test was done to know whether career development plays vital role in repatriate's retention.

Any literature supports that the critical success factors are influenced by the independent variables. Many repatriates face several problems when they return to their home office. Several international and national literature study support the existence of various problems of repatriates when they return to their home office. The frequency distribution revealed the prevailing problems among repatriates when they return to their home office.

TABLE 1: PROBLEMS FACED BY REPATRIATES AFTER INTERNATIONAL ASSIGNMENT

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	109	21.8	21.8	21.8
No	391	78.2	78.2	100.0
Total	500	100.0	100.0	

SOURCE: PRIMARY DATA

It is important to analyze variable wise significant elements for the derived difference among the repatriation. Since, the repatriates with problems & without problems differ in their opinion in Career development at pre-assignment level, independent t-test is applied on the variable career development.

TABLE 2: T-TEST INDICATING THE PROBLEM IN CAREER DEVELOPMENT

Problem	N	Mean	Std. Deviation	Std. Error Mean	T	Sig. value
Career Development						
Yes	109	2.7110	.84518	.08095	2.556	0.011
No	391	2.5077	.70069	.03544		

SOURCE: PRIMARY DATA

TABLE 3: T-TEST FOR CAREER DEVELOPMENT

Problem	Option	N	Mean	Std. Deviation	Std. Error Mean	T	Sig. value
Before I left for overseas, company officials discussed possible job assignments for me upon my return from the overseas assignment.	Yes	109	2.6514	.95623	.09159	2.583	0.010
	No	391	2.4041	.86254	.04362		
Company officials discussed how my overseas assignment fit into my overall career with the company.	Yes	109	2.6972	.86607	.08295	2.452	0.015
	No	391	2.4757	.82512	.04173		
I saw the overseas assignment as benefiting my career in the company.	Yes	109	2.5505	1.08428	.10386	1.098	0.273
	No	391	2.4348	.93929	.04750		
I perceived that the company looked favorably on those employees and managers who had held an overseas job assignment.	Yes	109	2.7706	1.03309	.09895	1.598	0.111
	No	391	2.6113	.88710	.04486		

SOURCE: PRIMARY DATA

IV Findings

The researcher verified the significant difference between the perception of problems in the various elements of pre, during and after foreign assignment. The independent t test is applied on all the elements of pre, during and post foreign assignment with reference to the dichotomous question of problem existence in career development context.

- It is statistically proved that discussion on job assignments upon return from the overseas assignment plays a vital role in retaining repatriates. Since p value is 0.010 which is less than 0.05, ($t = 2.583$) it is statistically significant. If companies treat international assignments as a career investment, they should make sure that the repatriate knows what position he/she will have upon return as early on as possible.

- Since p value is 0.015 which is less than 0.05, ($t= 2.452$) discussing the overseas assignment fitness into the overall career with the company have significant factor towards repatriates adjustment after overseas assignment. Companies which treat international assignments as a career investment more often have a lower turnover rate than the companies which do not. A positive attitude of the company can be crucial in order to maintain the attractiveness as an employer.
- Statistically it is proved that that the company looked favorably on those employees and managers who had an overseas job assignment as p value is 0.111 ($t=1.598$) which is less than 0.05 has a positive influence on repatriates.

V Conclusion

In general, this study underscores the importance of career development of repatriates. By providing repatriates with accurate expectations about the job demands, constraints, and discretion in their new jobs, repatriates will not only more likely stay with their company upon return but also will be more committed to both their local work units and parent companies. The findings further indicate that repatriates who experience positive surprise concerning their career exhibit greater commitment. In sum, these results seem to indicate that the nature or content of the repatriates' career can influence their retention. Companies that prepare their managers for coming home by providing them with "career development plans" are helping to increase in retaining these valuable employees but of helping them to make the often challenging adjustment to being home. In short, companies must work to enhance the role of repatriate's career after international assignment.

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A DEVOTED SON OF THE NATION: KHODJI MUIN SHUKRULLO

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ABSTRACT

The article gives an idea of the life and work of devoted son of the Uzbek people, the educator, publicist and playwright Khoji Muin Shukrullo. There is an opinion on the content and essence of his plays reflecting the problems of the period in his works, his activities towards achieving national independence, raising the spirituality of the nation, the organization of schools, his efforts to deeply educate young people on religious and secular knowledge. Also, the importance of the attitude of Khoji Muin Shukrullo to the issue of women, the fact that for the first time in his plays he brought women to the level of the main image, the problems raised in his works are still relevant today.

KEYWORDS: *Makhmudkhoja Bekhbudy, Khoji Muin Shukrullo, Enlightenment, Spirituality, Djadid, National History, The Old School-The New School, Women-Girls, Problems Of The Time, The Play.*

INTRODUCTION

Khodji Muin Shukrullo was born on March 19, 1883 in the Ruhabad mahalla of Samarkand. At the age of 7 his mother died and at the age of 12 his father died. Thereafter he was brought up by his grandfather Mirsaid Muhammadsharif. Having received his education in the old school, he studied under the famous poet Vasli Samarkandi.

Khoji Muin was fluent in Arabic, Persian, Turkish, Azerbaijan, and Russian. In 1900, he met Mahmudkhoja Bekhbudy, whose pupil he remained until his death. In 1903, he opened a new methodic school in mahalla Khodja Nisbatdor in Samarkand, and in 1908 published a textbook for this school under the title “Rakhnami savod” (“Guide to knowledge”). Since 1913, he began to work in the newspaper “Samarkand” and magazine “Oina” (“Mirror”), which he organized and published together with Bekhbudy. Khodji Muin compiled several textbooks and manuals. In his own words, he devoted himself wholeheartedly to “saving the nation from the hotbed of ignorance”. Khodji Muin, carried out his creative activity under the pseudonyms “Nakhif” (“Indolent”), “Mehri”, also created significant works in the genres of drama, comedy.

In 1938, January 24, was accused of “carrying out anti-Soviet propaganda, as a member of a rebel group led by Said Efendi Fazliddinov”¹, exiled for 10 years in Siberia, the great educator died in Solikamsk, Perm region of the Russian Federation July 21, 1942.

It is known that in the early twentieth century Jadid educators comprehensively elaborated the foundations of national development in Turkestan. The very analysis of the feedback from a

group of scholars and young researchers in this regard requires a separate study. However, Jadid scholars come to a unanimous opinion on this issue: the Jadid enlighteners developed an entirely new basis for national development.

So what was the uniqueness of Jadidism? First of all, their intellect was phenomenally highly developed; they possessed a certain knowledge of both Eastern and Western culture. Almost all of them received higher religious education, read and re-read the poetry and philosophical treatises of Navoi, Jami, Fuzuli, created in the Middle Ages, enriched their knowledge with the achievements of both Eastern and Western culture. This circumstance determined the philosophical outlook of the Jadids, which was reflected in their activities in the area of educational reforms, and education in general. The Jadids not only theoretically justified such a reform, but in practice they tirelessly attempted to enlighten: they opened new schools, libraries, reading rooms, published textbooks, newspapers, organized the first theater, it was an innovation unheard of and unprecedented for the population, which had enormous power and revolutionized the minds of people.

The formation of Khodji Muin, an intellectual of the period, as a Jadid enlightener and dramatist is directly related to the influence of Mahmudkhodja Bekhbudy and Abdurauf Fitrat. In 1914, when Bekhbudy went on his travels, the temporary position of editor of his beloved "Oina" was given to Mr. Khodji Muin². Consequently, Khodji Muin earned Bekhbudy's trust in terms of thinking, outlook, and creativity. Being close to Bekhbudy improved in terms of thinking and pen (writing). Khodji Muin mastered the secrets of creativity very early. Most importantly, he realized the general ideas and directions of Jadidism as early as 1900.

In 1911, Khodji Muin translated Abdurauf Fitrat's play "Munozara" ("Dispute") from Persian into Uzbek and published it in "Gazeta Turkestanskoy oblasti" ("Turkestan region newspaper"). And this was the first reported by Bekhbudy: "...This work ("Dispute") was translated into the Turkic language by our countryman Khodji Muin efendi and published in the same newspaper"³.

Fitrat's views as a playwright and his style of socio-educational character were also reflected in Khodji Muin's dramaturgy. The reason for this is that Khodji Muin translated Fitrat's "Dispute" not simply, but one might say, at a high level, adapting it for the stage⁴. Khodji Muin preserved the main content of the "Dispute", but reduced long extracts taken from the Quran and Khadiths. But this case did not harm the content of the play. In our opinion, under the influence of Mahmudkhodja Bekhbudy and Abdurauf Fitrat Khodji Muin was well aware of social ills as well as problems of his time. Along with his teachers, he took up the description of bright times in the history of the nation and the problems of his time. For example, in an article published in the 10th issue of "Oina" magazine on February 28, 1915, the writer wrote: "Today, in Turkestan, it has been ten years since the influence of tajaddud (renewal) and intibokh (revival) began to be seen, and that in this respect the print media, although a number of books for reading and schools, newspapers and magazines began to appear, but not a single discussion and statement about our national history was made in any of the print media"⁵. Thus, Khodji Muin considers the period after 1900, when the Jadid movement began in Turkestan, as a period of "Renewal and Revival" and indicates that he did not disregard all the Jadid works that were created during this period.

Khodji Muin was one of the first to raise the issue of "National History", which had received little attention in the Jadid press. Along with the Jadid enlighteners, he also viewed national history as a mirror that reflected the social problems of the era. Khodji Muin puts forward the

idea that in order to understand the social problems of his time one should pay attention to the following issues in the study of national history:

1. "It is known from books on the history of Islam that our former great-grandfathers entered the Islamic religion with zeal during the Khijra period. If so, did our great-grandfathers of those times become Muslims under the oppression or efforts of the Arabs?, or by their own volition and intention? And who ruled them?
2. What religion did the people of Turkestan follow before accepting Islam? What were the precepts and essence of previous religions? What were the traditions and customs of the time?
3. Do Muslims of today have some customs and habits of Turkestan people left over from the time of ignorance?
4. What language did Turkestan people speak before the advent of Islam? What language was common for them? What was the state of literature? And what was the level of their culture?
5. To what nation did the Turkestan people before Islam belong sexually?
6. Are all muslims in present-day Turkestan isturkic?
7. What was the reason for the former Turkic emperor Amir Temur's victorious and conquering greatness? And what was the reason for the decline (degradation) of power?
8. What was the mood of science, enlightenment (education) and literature in the time of Amir Temur?
9. What works should be read in order to make proper use of Turkic history?"⁶.

Such a viewpoint was a blow to those who, in their fanaticism, tried to keep the social life of Turkestan in an ignorant state at the beginning of the twentieth century. A broad popular response to the issues raised could have served to further the people's desire for independence and unity, to change the way of thinking in a positive direction. Given this aspect, the writer raises such serious questions.

Mahmudkhoja Bekhbudy's play "Padarkush" ("The father killer") is recognized by experts on its genre and content as the first example of Jadid dramaturgy. Published with great difficulty and staged on the stage, this play became the basis for the birth of national drama in Uzbek literature.

Khodji Muin praised Bekhbudy's play "The father killer" in press, and he soon began to write stage works himself. Following Bekhbudy, "the playwright who created a large number of stage works of high level on the most topical issues in the whole Turkestan region"⁷. Khodji Muin writes about it in his diary: "Bekhbudy's play 'The father killer', played on the stage in 1914, left a strong impression on me. After that I, neatly putting my poetic work in a corner, got keen on the idea of covering stage literature. Having started, together with Nusratulloh Kudratulloh Og'li, I published a play 'To'y' ('The Wedding') in 1914. Miyon Buzruk Salikhov in his book 'Some Considerations on Theatrical Literature' pointed to Nusratullokh Kudratullokh O'gli as the author of the play 'The Wedding'. Sh.Rizaev touched at length on this issue in his monograph 'The Drama of Jadid' and stated that the information presented on the cover of the first edition of the play and in the 7th issue of 'Oina' of 1914 requires that Khodji Muin be noted as the first author of this play, thus he brought clarity to this issue"⁸.

In addition, Khodji Muin in the section “My Unprinted Works” of the manuscript version of the work “Creative Biography” informs about the existence of: “Critical Letters”. Two long letters written by Miyon Buzruk Salikhov, printed in 1935, which indicate some errors in his work “Materials for the History of Uzbek Theater”. In our opinion, one of these letters is related to the author of the play “The Wedding”, who may have expressed disagreement with the above opinion of Miyon Buzruk Salikhov.

After the play “The Wedding”, written in co-authorship with Nusratullah Kudratilla O'gli, there were the plays “Ko'knori” (“Addict”), “Eski maktab, yangi maktab” (“Old School, New School”), “Mazluma xotun” (“Enslaved Wife”).

First of all, it should be noted that, along with the Jadid authors, Khodji Muin's plays are also somewhat primitive, although they describe the social vices and problems of their period. “The Wedding” is “a theatrical work in 4 acts and 4 sketches, taken from the life of Turkestan”. Sixteen characters take part in it. There is such clarity in the presentation of the stage props that one can form a vivid idea of the habits of the period.

On the writing of the play “The old school - the new school” Khodji Muin writes: “Before the October Revolution, the new important problem with regard to Jadism was the rapid popularization of the new schools and the enlightenment of the people as quickly as possible. This was hindered by a whole bunch of popularly, treacherously deceived by a few fanatical mullahs. That is why at the end of 1915 I wrote a three-act play “The old school - the new school” on this subject and printed it in January 1916”. Fifteen people take part in it, and it is devoted to the propaganda of the advantages of the Jadid schools.

“After studying the sordid life of drug addicts, in this chapter, I wrote a one-act play on a humorous theme – “Addict”, which I then published in 1916. ⁹The “Addict” – “One-act satire from the life of Turkestanis” will be performed by 6 people, it will expose the consequences of the social evil - drug addiction.

“Having more than one wife and oppressing them immeasurably in those days-formed a reliving and abominable picture in family life. Also, Grandfather Mirsaid's life together with two wives aroused my feelings of hatred when I was young. So in 1916 I wrote a four-act play, The Enslaved Wife, and had it printed in thousands of copies. My other works were printed in print runs of two thousand copies”. ¹⁰ This work is a tragedy involving nine people, and raises the issue of bigamy, a bad flaw in society not only of that time, but of the present.

M. Salikhov writes: “... Khodji Muin-Mehri - along with the fact that he is a close follower and disciple mainly of Bekhbudy, is also an educated man in accordance with his time, who was educated in madrassa. In his literary life he is influenced by Bekhbudy and belongs to his group. He is a man known for his poems, educational articles, and publishing services. You could say that at that time, before the February Revolution, he was the one who wrote a great many plays”. ¹¹

Khodji Muin, in his biography, which he wrote by hand, lists 11 works in “My Printed Works” and 19 works in “My Unprinted Works”.

Printed works		Year of printing
1.	The Enslaved Wife. A 4 act tragedy.	1916y.
2.	Old school, new school. Act 3.	1916y.
3.	Addict. One-act satire.	1916y.
4.	The Wedding. Act 4 (with Nusratullox).	1914y.
5.	Literary booklet. Collected poems	1914 y.
6.	Guide to knowledge. The Tajik alphabet.	1908 y.
7.	Dispute. Translation from the works of Fitrat.	1913 y.
8.	The Dogmas of Islam. Translation from Uzbek.	1910 y.
9.	Teacher. The Uzbek alphabet.	1925 y.
10.	Guide for illiterate. Tajik alphabet.	1925 y.
11.	The roots go deep. (Translation from the novel "Deep Veins" by Alimjan Ibragimov)	1934 y.
Unprinted works		
1.	Victims of the Enlightenment. 5 act play.	
2.	Victims of womanizing (play).	Copy lost
3.	The rich man and the servant (play).	lost
4.	The Judge and the Mentor (play).	partially lost
5.	Collected poems - a collection of more than one thousand four hundred couplets in the Tajik and Uzbek languages, printed and unpublished in newspapers and magazines (chronologically critical and jadid)	
6.	A collection of old poems and some new ones.	lost
7.	Preparations for marriage (polygamy).	Unfinished.
8.	Words Synonyms. Arabic, Persian, Turkish and Uzbek dictionary	Unfinished.
9.	Uninvited guest	Unfinished Story (lost)
10.	Xulosai qovondoni forsi	Translation from Turkish

In addition, this list includes critical letters, creative translations, a collection of poems, articles, translations, materials and memoirs dedicated to Bekhbudy.

If you pay attention, the speech of the characters in Khodji Muin's dramas is simple, peculiar, and there is a strong desire to describe their spiritual outlook. There is no pretense and artificiality in the real process. Varied in terms of genre: play, comedy and tragedy. Khodji Muin's play righting activity has its own specific aspects. In his dramas the writer paid special attention to the interpretation of social vices and problems. In this respect he was in solidarity with his fellow jadids. He learned the secrets of drama from Mahmudkhodja Bekhbudy and Abdurauf Fitrat. He continued their views in this field, enriching them thematically and genre-wise.

Khodji Muin's skill as a playwright is characterized by several aspects. In his choice of subject matter, he takes the most important problems for his period. In his stage works, reality was taken directly from life itself. Descriptiveness is strong in the dramaturgy of the writer. Each detail presented certainly fulfills its function. Fully creates the character of the characters. One can understand from his words what kind of character he possesses. The images speak their own

“language”, there is no monotony in them. The writer deeply examines social life and the qualities of people.

Khodji Muin Shukrullo, a devoted son of the nation, educator and versatile creative personality, was a hardworking man worthy of being remembered by generations. His deeds that he carried out for the sake of the nation's perspective and stage work are also worthy of respect and honor even today.

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IMPROVING PEDAGOGICAL COMPETENCE AND THE ROLE OF USING MODERN TECHNOLOGIES IN FOREIGN LANGUAGE LEARNING

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ABSTRACT

It is not secret that effects of intrinsic motivation and computer-based interactive multimedia lesson plays main role in foreign language learning. All subjects, divided into levels higher or lower level of that motivation, were accidentally chose to learn concepts related to use a program featuring foreign language text, mp3, and exercises either with or without enhanced relevance constituent element. The scientists says that 1) the use of relevance enhancement strategies facilitated students' language learning regardless of learners' level of intrinsic motivation, 2) more highly intrinsically motivated students performed better regardless of the specific treatments they received, 3) the effects of the two variables were additive; intrinsically motivated students who learned from the program with included instructional strategies performed the best overall, and 4) there was no significant interaction between the two variables. Taking everything into account, the purpose of this study is to embrace learners in a circle IT communication activities using the IT technological systems and to focus on the research.

KEYWORDS: *Creativity, Intrinsic Motivation, Instructional Strategy, Interactive Multimedia, Learners, Distance Learning.*

INTRODUCTION

As we know that, schools have relied heavily on extrinsically motivated manners. Statistics says that in most countries that teach foreign language, school level rule does not emphasize the function of foreign language as a tool for communication but instead focuses on skills of grammatical forms and structures that are often assessed on examination lists. Therefore, students work very hard to try to pass these exams in order to please tutors and parents rather than develop an internal thirst for knowledge and experience for this field. It is fact that students

often lose interest in foreign language learning as a result. After some years of study few foreign language learners are competent to communicate freely with native speakers. Even teachers to provide students with authentic, functional, interactive, and constructive language learning environments to reduce student's motivation for their knowledge.

MATERIALS AND METHODS

Some pedagogical techniques that can help accomplish the ultimate purpose of communicative language teaching of foreign languages. Scientist Brown says that the utilization of technology such as different mp3, videos, and IT technologies. Multimedia is an instructional approach that integrates computer assisted instruction and multimedia which can help students develop the various competencies mobilized in communication from foreign languages.

These kind of studies effects of level of learners intrinsic motivation and use of embedded motivational strategies with an enhanced relevance component in a computer for foreign language learning (English). There are two main dependent variables, learners achievement and learners perception of motivation. Well, were examined as well as the interaction between these two factors in learning foreign language learning.

Behaviouristic Foreign Language Teaching by Computer (B-FLTbyC), Communicative Foreign Language Teaching by Computer (C-FLTbyC) and Integrative Foreign Language Teaching by Computer (I-FLTbyC). Each group fits into a certain level of technological as well as a certain pedagogical approach.

The first group, Behaviouristic (FLTbyC) was created in the 1950s and implemented during the 1960s and 1970s. It can be counted as a sub-component of the broader field of computer technology assisted instruction. Notified by the behaviouristic learning model, this model of (FLTbyC) features repetitive language drills and this way of teaching is particularly popular in the United States of America. They thought that the computer was viewed as a mechanical teacher which never grew tired or assessment and allowed students to work at an individual tempo. Finally behaviouristic (FLTbyC) gravitated to the personal computer. This was first designed and implemented in the epoch of the mainframe of technological evolution.

The second group, Communicative (FLTbyC) was created between the 1970s and 1980s. During these years, behaviouristic approaches to language teaching were being rejected at both the theoretical and pedagogical level and later new personal computers were creating larger possibilities for individual learning. Supporters of Communicative (FLTbyC) stressed that computer-based activities should focus more on the usage of forms than on the forms themselves. Teaching grammar implicitly rather than explicitly, allows and encourages students to generate original utterances rather than just manipulate prefabricated language and use the target language predominantly or even exclusively (Jones & Fortescue, 1987; Phillips, 1987; Underwood, 1984).

The Communicative (FLTbyC) group corresponded to cognitive theories which stressed that learning was a process of discovery, expression, and development. Famous (FLTbyC) software developed in this period included text reconstruction programs (which permitted students working alone or in groups to rearrange words and texts to discover patterns of foreign language and meaning) and simulations (which stimulated discussion and discovery among students working in pairs or with other students). Supporters of Communicative (FLTbyC), believed that

the attention was not so much on what the learners did with the technology but rather on how they interacted with each other while working with the computer technologies.

While Communicative (FLTbyC) was seen as an advance over Behaviouristic (FLTbyC), this too came under the lens of criticism. In the end of the 1980s and in the beginning of the 1990s, critics stated that the computer technologies were still being used in an ad hoc and disconnected fashion and thus found itself making a greater contribution to marginal rather than central elements of the language learning process (Kenning & Kenning, 1990, p. 90). This fitted to a broader reassessment of communicative foreign language teaching theory and practice. All the tutors were moving away from a cognitive view of communicative schooling to a more social or socio-cognitive view, which placed greater emphasis on foreign language use in authentic social texts.

However, in the third group it can be observed that the task-based, project-based, and content-based approaches, all sought to integrate students in authentic environments and also to integrate the various skills of foreign language learning. It opened a new perspective on computer technology and foreign language learning, which has been termed Integrative (FLTbyC) (Warschauer, 1996b), a perspective which seeks both to integrate various skills (for example, listening, speaking, reading, and writing) and also integrate technology more holistically into the foreign language learning process. In the third approach, learners learn to use a variety of computer based technological tools as an ongoing process of foreign language learning and usage, rather than visiting the computer laboratory on a once-a-week basis for isolated topics.

RESULTS

The multimedia networked computers possess a varied set of informational, communicative and publishing tools, which are now potentially at the fingertips of every learner. It provides not only the possibilities for a much higher integrated use of computer technology, but also the imperative for such a use, such as learning to read, write, and communicate through computer technology, which has become an essential feature of our modern life.

All changes in (FLTbyC) paradigms flow from economic and social changes, however, the shift to global information-based economies has meant a dramatic increase in the need to deal with huge amounts of information and to communicate across languages and cultures. Taking everything into account, memorization is not important in this century where most of the information is accessible through effective search strategies and also students need the ability to respond and adapt to changes rather than being trained in a single way to approach a task. It is commonly observed that the teachers' roles have also changed with the times. Although teachers are rarely the sole source of information about foreign languages in these days of global interconnectedness, the literary corpus that may have been the basis of their foreign language training, is not the only body of skills worth considering while learning a foreign language.

DISCUSSIONS

Communication computer technologies with Culture

Negroponte (1995) and Rheingold (1993) scientists think that computers as culturally neutral tools, offering universally adaptable media fostering global communication and, ultimately, global communities. But some of researchers, contend that informational technologies, as cultural products shaped by cultural environments, cannot be culturally neutral, and they have

begun to study the cultural particularities of computer-mediated environments. Researchers, MacFadyen, Roche, and Chase (2004) have identified a foundational but invisible culture of efficiency reflected in the design of a widely used course management system and similar Internet based communication platforms. This kind of culture values speed, reach, openness, quick response, questions and informality in communication.

Bowers (2000) has described the proliferation of decontextualized data on Internet and has suggested that “computer-mediated communication should be viewed as a degraded form of symbolic interaction- one that reinforces the rootless individual who is comfortable with the expressions of self-creation which the computer industry finds profitable to encourage.” We know that putting a more positive spin on the question, Kramsch, A’Ness, and Lam (2000) have found that the computer medium “imposes its own aesthetic logic on the creation of material”, it promotes an enhanced sense of agency among users: “authorship becomes a privilege of any language user, at equal par with any other”.

Though, what may be natural values to those who are well socialized into computer culture and may seem quite unfamiliar to those who are not. Also, Hawisher and Selfe’s (2000) collection of essays on computer-based literacy practices from countries around the world have explored the interaction between global computer uses and local cultures. For instance, Dragona and Handa (2000) have argued that logical and navigational procedures of hypertext are not universally intuitive and may be “a mode of thinking that reflects cognitive constructs and connections that are particularly English”. They have mentioned that a novelty of multimodal texts may short-circuit people’s critical sensibilities and make the texts appear “more as ‘pure’ information and ‘pure’ entertainment rather than a medium fraught with cultural baggage”. Well, Reeder et al. (2004) have found that learners’ online “self-introduction” postings differed significantly in terms of their underlying notions of how identity is established online and attributed these differences to the gap between the individual learners’ communicative culture and computer skills. They have come into conclusion that “the kind of e-tools for communication and education such as bulletin boards, which cater to publicity, and learning platforms such as Foreign Language Learning by Computer (FLLbyC), which are based on the notion of Western-style efficiency, are not necessarily appropriate tools for international groups of learners, even though one of the main driving forces of Internet-based learning is internationalization of education”.

Language-learning by Informational Communication Technologies (ICT) has been greeted with attention in the field of foreign language learning since the introduction of computer technology to our higher education system. Communicative Foreign Language Learning by Computer (C-FLLbyC), a delivery system that combines IT assisted instruction and ICT lies at the core of language learning technology because it can integrate audiovisual capabilities with materials foreign language learning. And also which adds more power to traditional C-FLLbyC systems.

There are a lot of useful things like learner control secondly it can be instant feedback and use of other authentic materials in foreign language learning, C-FLLbyC provides learners with an environment that can satisfy the needs for their stimulation, manipulation, knowledge to resolve exercises, and self-control for foreign language learning. Therefore learners motivations have been found to be improved in a constructivist foreign language learning. Scientists think that foreign language learners can benefit from the audiovisual and textual resources found within C-FLLbyC applications to develop the various competencies used in IT technologies.

Foreign language learning by computer has been greeted with attention in the field of foreign language learning since the introduction of computer technology to higher education system. Language learning, a delivery system that combines computer assisted instruction and interactive IT, lies at the core of foreign language learning technology because it can integrate audiovisual capabilities with materials and storage which adds more power to traditional foreign language learning by computer technologies. As a result, teachers are required to know more than they would as direct providers of information and also be aware of a wide variety of material available for improving the students' foreign language skill and not adhere only to one or two texts. It would also be required of them to know how to teach students to use Internet content effectively. As a matter of fact, teacher training is one of the most important elements to success in this flexible language classroom and foreign language teachers should productively use computer technologies in the classroom.

Therefore, the role of foreign language teachers and the professional competence of the teachers play an important role in the learning processes followed in educational institutions (Resolution of the President of the Republic of Uzbekistan 19.05.21. № 5117 about "On measures to raise a qualitatively new level of activities to popularize the study of foreign languages in the Republic of Uzbekistan"). During the years of independence more than 60 thousand foreign languages teachers were trained, multimedia tutorials in English were created, German and French languages were introduced in schools, electronic resources for learning English in primary schools were introduced and secondary schools, colleges and professional academic lyceums were equipped with more than 5000 language laboratories.

There are certain special items in the field of teaching (in higher education), especially in engineering and international specialties that were conducted in foreign languages. New and approved educational standards created new specific criteria for all specialties. These specific criteria have been of help, to develop teaching of foreign languages by ICT. Taking everything into account the model of teaching with technology has given rise to several years of research and practice with different technologies. A Platform – place for materials (<http://bimm.uz>) has been created, where teachers can develop their knowledge in the area of language and in the same time they could check and evaluate their skills.

Presently, there is little information about the research into the situations in which the Platform (<http://bimm.uz>) may play a role in education and especially in foreign language learning. Without research-based facts, it is difficult to conclude that learners can take advantage of such a Platform in developing their knowledge and also, it is difficult to say that teachers will hope to use the current approach and acquire IT knowledge and thus, benefit greatly by using this Platform.

Concepts of professional competence of teachers express the unity of the theoretical and practical preparedness for implementation of educational activities and characterize its professionalism. The structure of the professional competence of the teacher may be disclosed through pedagogical skills. Using the model of professional preparedness is better while building the general private skills. Therefore, the most common skill is the ability to think and act pedagogically.

Presently, there is little information about the research into the situations in which the Platform (<http://bimm.uz>) may play a role in education and especially in foreign language learning. Without research-based facts, it is difficult to conclude that learners can take advantage of such a Platform in developing their knowledge and also, it is difficult to say that teachers will hope to use the current approach and acquire IT knowledge and thus, benefit greatly by using this Platform. The present stage of modernization of education requires all subjects, to not only quickly respond to change, but also possess the ability to efficiently determine all characteristic of professional work, which will be the key for success in the near Future.

Concepts of professional competence of teachers express the unity of the theoretical and practical preparedness for implementation of educational activities and characterize its professionalism. The structure of the professional competence of the teacher may be disclosed through pedagogical skills. Using the model of professional preparedness is better while building the general private skills. Therefore, the most common skill is the ability to think and act pedagogically.

CONCLUSION

The main basis of forming the competencies of foreign language teachers is dependent on methodological, theoretical, pedagogical, professional and scientific means along with Informational Communication Technologies (ICT). The competence of foreign language teachers is very important. According to a general view point, they feel the ability of learning foreign languages, speaking correctly, thinking independently and intelligently organizing and foreseeing the results of the activities. The following qualities should be taken into account while structuring the learning goals and processes:

1. Organizing the teaching processes effectively;

2. Ability to hear and understand the learners;
3. Ability to speak correctly and fluently.
4. Ability to exchange ideas in proper ways.

The purpose of the study approved here indicates that appropriately constructed foreign language learning by computer instructional materials with embedded relevance enhancement can benefit foreign language learning. The results also have showed that a higher level of intrinsic motivation benefits learning(English learning). The two variables of the combination had a greater effect than either one alone in learning. The kind of finding implies that the combination of improving learners intrinsic motivation in foreign language learning.

Pedagogical staff should realize that every technique in language classrooms can be enhanced by an effective strategy of language which does not need to be outstanding or inspirational in foreign language learning by informational technologies. Without stopping classroom practice can be very motivating through teachers' careful design of informational technologies. A few things with native language that inspires students' thinking about personal goals when checking homework and other exercises, all tasks with feedbacks, cooperative works, or a interesting things that can stimulate problem solving can increase students' motivation in foreign language learning by informational technologies.

The combination of informational technologies especially into classrooms had a positive effect on learning outcomes in this study of learning. It is very important that pedagogical staff who is learning English as a second language take the first step to integrate technology into classroom instruction and also the same time they try to use informational technologies.

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A STUDY OF ASSESSMENT OF THE INCIDENCE OF IRON DEFICIENCY ANEMIA AMONG WOMEN

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ABSTRACT

This paper the results of a study of the regional causes of the development of iron deficiency anemia in women of fertile age on the basis of a prospective study of anemic patients and a retrospective analysis of 1515 medical records. In the course of the studies carried out, it was found that IDA still occupies a leading position in the spectrum of extragenital diseases in women of fertile age. Over the past 20 years, there has been an inconspicuous change in the leading causes of the development of iron deficiency. Together with the former leader, in the form of frequent childbirth, iatrogenic metrorrhagias and dysmenorrhea, a long course of chronic inflammatory diseases of internal organs, as well as alimentary factors and a decrease in the interval between births, rose to the fore.

KEYWORDS: Risk Factors, Deficiency Anemia Among Fertilized Women.

INTRODUCTION

This paper presents the results of a study of the regional causes of the development of iron deficiency anemia (IDA) in women of fertile age based on a prospective study of anemic patients and a retrospective analysis of 1515 medical records. In the course of the studies, it was found that IDA still occupies a leading position in the spectrum of extragenital diseases in women of fertile age. Over the past 20 years, there has been an inconspicuous change in the leading causes of the development of iron deficiency. Together with the former leader, in the form of frequent childbirth, iatrogenic metrorrhagias and dysmenorrhea, as well as alimentary factors and a shortened birth interval, rose to the fore.

Iron deficiency anemia (IDA) for a series of years, continues to be not only copper Qing , but also a social problem , mainly due to the scale of its distribution (1,2,5). Thanks to the active use of preventive measures for the mass spread of IDA, it has not yet been possible to reverse its growth in the region. During and series of years in the spectrum of edge highlights the reasons why a large number of genera and episodes of gastrointestinal bleeding, significantly affects the size of the spread of iron deficiency (WDN) in the field (3.4). To date, impressive results have been achieved in reducing their role to a minimum. Nevertheless, IDA continues to occupy a leading position in the spectrum of extragenital diseases (EHD) in women of fertile age. Obviously, in this regard, the problem of railroad transportation in a new way and on an even larger scale began to attract the attention of specialists.

The current time of the measures taken has increased so much that every day more and more the idea of transforming IDA from a purely medical into a national problem is being embodied in reality (1,5 , 6). The passions around the issue of IDA requires each expert to make its own contribution to the speedy unraveling e key aspects of the causes of so frequent in the region of its distribution among women of childbearing age.

Taking into account the above circumstances, the present work was undertaken to determine the risk factors for the mass spread of IDA among women of fertile age in the region.

Materials and methods of research. Before embarking on the implementation of the tasks assigned to this work, a working group was created consisting of: a gastroenterologist, hematologist, obstetrician-gynecologist and therapist, specifying the responsibilities of each of them. According to the schedule drawn up exercises planned visits to rural family polyclinics (C C P), to assist the local population. The results of a year's teamwork of group members formed the basis of this study. The information bank was enriched by summarizing the results of clinical-anamnestic and laboratory-instrumental studies of patients with IDA and medical records, in the course of their prospective and retrospective studies. Prospective studies carried out during the time of regular visits of members of the working group in C C P regions Bukhara viloyat . We also analyzed the information obtained through a retrospective analysis of data from medical records of IDA patients treated over the past 5 years on the basis of the hematology department of the multidisciplinary medical center of the region. In total, more than one and a half (1515) thousand medical documents were analyzed. 863 (57%) of them had mild IDA, 462 (30%) had moderate, and the remaining 205 (13%) and more persons had severe IDA. Of the total number of 1515 medical documents, 1050 (70%) were outpatient records of IDA patients registered with the corresponding SVPs. The study involved the medical records of women of childbearing age from 18 to 42 years old.

In all cases, the diagnosis of IDA was documented on the basis of clinical-anamnestic and laboratory-instrumental studies. For some patients, to verify the diagnosis of IDA, especially in SVP conditions, sometimes specific tests were required, such as determining the content of serum iron, iron binding capacity of plasma, etc. In such cases, they used the capabilities of the laboratory service of the regional multidisciplinary center. To exclude gastrointestinal causes of IDD development, they resorted to the help of X-ray and endoscopic examinations. If necessary, we consulted the leading specialists of the region. In some cases, the laboratory indicators of IDA were monitored for a long time.

The results obtained and their discussion . In the course of the research, the following results were obtained. The range of regional reasons contributing to the development of WDN turned out to be quite wide. It included a variety of causal factors: from various types of bleeding to alimentary. Even during a cursory analysis of the spectrum of etiological components IDA immediately catches the eye is not noticeable before the dominant factor in the video portion to 5-6, not to mention the 8-10 childbirth. Indeed, this factor was not recorded in any case of the study. Episodes of gastro duodenal bleeding were also extremely rare . Found isolated cases of such episodes were mainly due to NSAID associated gastropathies . Due to the minimal number, they were not included in the general registry of causal factors. But, in contrast to previous years, new leaders have appeared in the structure of the etiological factors of IDA, which are obviously characteristic of the present time. According to the data obtained, metrorrhagia and menorrhagia, often associated with the use of antiplatelet agents in the form of

NSAIDs, have come to the fore quite unexpectedly. Before menstruation, most women used them to relieve pain during the process. Together they accounted for 23.6% of the amount of reasons contributing to the development of IDA. Of the total number of 1350 women with IUDs, 24% had metrorrhagia and menorrhagia. Given the genesis of these factors, in another way they can be called only iatrogenic. It should be taken into account in this woman the duration of menstruation lasted up to one week and the volume of lost blood was reached 2 times more than in healthy people.

The role of alimentary factors in the origin of the IDF in the region was extremely impressive. Together, they accounted for 9.1% of the range of identified regional causes of IDA. Among them, the role of excessive intake of milk and tea became indisputable. Many women of fertile age from among the rural population practically did not hide the fact of daily morning consumption of "shirchoy" (simultaneously prepared milk and tea), better known in everyday life as "Kalmyk" tea. It's no secret that both nutritional ingredients are very popular as a powerful inhibitor that clearly enough prevents the absorption of iron in the intestine. It is clear that this issue will not be solved only by notifying the relevant information. Of course, more large-scale constructive measures with the inclusion of state resources are needed here. Requires the adoption of extensive measures for the production of flour products fortified with iron. To establish a technology for the production of sausages and pates from the liver (liverwort), lungs, spleen, etc. animal.

The next in frequency of occurrence was the shortened birth interval, which occurred in about 6.3% of cases of medical records analysis. This fact very often took place in women of fertile age who got married within the last 8-10 years. He met even more often in women with the presence of two same-sex children. During a private conversation with some of them, it became clear that there was a desire to have at least two children of different sexes as quickly as possible, preferably in the initial periods of married life. In this regard, the opinions of the elders, who were directly involved in the creation of the family, were no less influential. The position of women of fertile age regarding the proper (in our opinion, physiological) interval between childbirth turned out to be very alarming. To our great regret, many of them simply had no concept of adherence to at least a four-year interval between childbirth without abortions and miscarriages. Hence, it is necessary to immediately strengthen educational work among women of fertile age, mainly living in rural areas. Based on the experience gained by the members of the working group, it should be emphasized that both verbal and non-verbal methods of education are equally good for this purpose.

Unfortunately, frequent abortions associated with unwanted pregnancies have also often caused the development of IDA. This fact took place in 6.0% of cases of medical records of childbearing women. Most often, it was registered in women with two or three children with different gender characteristics. The current situation around this phenomenon obliges specialists to apply appropriate measures of protection against pregnancies as soon as possible in this particular group of women of fertile age.

Helminthiasis is extremely rare as the only reason (3.1%) for the development of IDA. The invasion of pinworms (*enterobios vermicularis*) and roundworms (*ascoridis lumricoides*) was very often identified. As a rule, they simultaneously met with other factors, most often together with alimentary ones. Therefore, they did not consider it necessary to dwell on them in more detail.

The listed regional reasons for the development of WDN were often met in combination. This option was noted in more than 50% of the analyzed medical records. Most often, metrorrhagias, menorrhagias and alimentary factors, heminthiasis were combined. As a rule, combined variants were identified in women of fertile age with severe forms of IDA.

Thus, among the causes of iron deficiency anemia, iatrogenic metrorrhagias and dysmenorrhea caused by the use of painkillers, as well as alimentary factors and a shortened birth interval, have risen to the fore.

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MEDICINAL PROPERTIES OF ROSA CANINA

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ABSTRACT

The article presents data on the use of the rosehip plant for medicinal purposes, systematics, morphology and anatomy of the plant. The use of syrup, juices, infusions, plant seed oils in the treatment of various diseases.

KEYWORDS: *Rosehip, ROSA CANINA, Tincture, Syrup, Oil, Medicinal Plant, Medicinal, Folk Medicine.*

INTRODUCTION

In the following years, people began to neglect folk methods of treatment, to use medicinal herbs for the treatment of various diseases. Uzbekistan is a sunny country, the vegetation cover of Uzbekistan has about 4230 species, 1028 genera from 138 families. Among them are 492 cultivated and cultivated plants from 79 families. Of the wild-growing about 577 species are medicinal plants. One of the medicinal and wild plants is the rose hip.

Literature Review

Rosehip - Rosa is a genus of plants in the Pink-Rosaceae family of the Rosaceae-Rosales order. Both the family and the order to which it belongs were named after this genus. It has many cultural forms bred under the name Rose. Rose in the botanical literature is often called the rosehip itself.

There are, according to some data, up to 400, according to others - from 300 to 500 species; 366 species of rosehip are recognized. The most rich in vitamin C are rosehips belonging to the cinnamon group -Cinnamomea. They are characterized by a calyx consisting of whole-edged, upward-directed leaves remaining on the fruits. This group includes such species as the cinnamon rosehip, or May -R. cinnamomea, or R. majalis, the needled rosehip -Rosa acicularis Lindl, the loose rosehip -Rosa laxa, the Daurian rosehip-R. davurica Pall, wrinkled rosehip -R. rugosa, Albert's rosehip -Rosa albertii Regel, blunt-nosed rosehip -R. amblyotis C.A.Mey, R. Begger-R. beggeriana Schrenk. The same widely used group includes the rosehips of the Canina Grep section. This includes such species as dog rosehip (Rosa canina L.), rosehip shield-bearing -R. corymbifera Borkh, apple rosehip -R. pomifera Herrm., or hairy rosehip, or hairy rosehip -R. villosa L, soft rosehip -R. mollis Smith and others, but they have less vitamin C content.

According to some data, there are up to 10 thousand cultivars, according to others - up to 25 thousand and even up to 50 thousand. According to various sources, 48-100 species grow wild on the territory of Russia, many of them are endemic. The most widespread and of economic importance is the rosehip of May-Rosa majalis Herrm.

Research Methodology

Rosehips are deciduous shrubs and shrubs, sometimes evergreen, with erect, climbing or creeping stems of various heights or lengths, from 15-25 cm to 8-10 m. The height of the same species can sometimes vary depending on the growing conditions. The most important and useful part of rosehip is the pulp of berries. It is in it that valuable substances and organic acids accumulate. In addition, rosehip fruits are a whole storehouse of macro- and microelements: magnesium, phosphorus, iron, potassium, silicon, copper, manganese and many others. For example, vitamin C in these berries contains 50 times more than in lemons, 10 times more than in currants and 100 times more than in apples.

Why are rosehip berries not eaten fresh? In their raw form, they are not consumed because of the hairs in the seed capsule. The fruits are removed until they become soft, dried and brewed with boiling water, making a vitamin drink. All types of rose hips deserve to be grown in gardens and on plantations as highly vitamin, essential oil, containing a variety of biologically active substances and for obtaining natural dyes.

Rosehip is used for preventive and curative purposes in the treatment of diseases caused by a lack of ascorbic acid in the body, if necessary, to increase the body's resistance to infectious and other diseases, intoxication, to improve bone marrow function, before and after surgery, with injuries and pneumonia.

Analysis and Results

HYPANTHIUM (FRUITS) OF ROSEHIP

In medicine, hypanthium (fruits) of rosehip are used.

Rosehip fruits have phytoncidal and bactericidal properties. They contain a large amount of antioxidants. But most importantly, rosehip fruits are a valuable multivitamin. They have a restorative effect, stimulate the body's resistance to harmful influences, accelerate tissue repair, reduce vascular permeability, positively affect carbohydrate and mineral metabolism, have anti-inflammatory and choleretic properties, strengthen immunity. Vitamin extracts, syrups, tablets, extracts, dragees, powders, infusions, compotes and decoctions from rosehip fruits are used for the treatment and prevention of diseases associated with a lack of vitamins in the body, especially vitamin C, with anemia and exhaustion. Preparations from rosehip fruits have a beneficial effect on carbohydrate metabolism, bone marrow, liver, and gallbladder functions. The fruits of all types of rose hips are used for the production of the drug holosas (condensed aqueous extract of fruits with sugar syrup), used as a choleretic agent for liver diseases - cholecystitis and hepatitis. Rosehip is a part of vitamin and therapeutic fees. It is often combined with fruits of black currant, mountain ash, cranberries, containing a P-vitamin complex, in the presence of which the therapeutic effect of rosehip is enhanced. Rosehip is also used in collections for vitamin and oxygen cocktails. Tea from fruits is drunk for colds. Jam and jelly are made from fresh fruits and petals. Rosehip infusion is added to the dough to enrich bread with ascorbic acid, mineral salts, and improve the properties of baked bread.

In the complex treatment of patients with diabetes mellitus and atherosclerosis in the elderly and senile age, a decoction of rosehip with iodine supplements is used. A decoction of rosehip reduces and stabilizes the level of glucose in the blood.

Rosehip fruits contain a lot of pectins. With organic acids and sugars, pectins form a gelatinous mass (gelate). This property is widely used in the confectionery industry. With many metals, pectins form insoluble complex compounds, this ability of pectins explains their therapeutic effect in poisoning with lead, cobalt, as well as radioactive substances. Pectin substances have an adsorbing, anti-inflammatory effect, improve digestion, contribute to the removal of excess cholesterol from the body. In folk medicine, rosehip fruit tea, decoction, water infusion and alcohol tincture are used for scarlet fever, typhus, tuberculosis, kidney inflammation, intestinal diseases, liver, stomach. Avicenna recommended rose water for the treatment of eye diseases and bad breath.

In Tibetan medicine, fruits are used to treat pulmonary tuberculosis, neurasthenia.

Decoction of seeds is used for urolithiasis, as a choleric, anti-inflammatory, diuretic, for diarrhea; externally for gingivitis, rheumatism and gout.

Rosehip oil is obtained from nut fruits, fat-like preparations are obtained from the pulp. Rose oil has bacteriostatic, antispasmodic, antihistamine and choleric properties. Avicenna in the "Canon of Medical Science" recommended lubricating the gums with rose oil at night to strengthen the teeth. In case of eye inflammation, he recommended instilling rose oil in the eyes and applying rose seeds on the forehead as a distraction. Rosehip oil contains carotenoids, tocopherols, unsaturated and saturated fatty acids and reduces gastric secretion and acidity of gastric juice; increases the protective properties of the oral mucosa, accelerates the healing of burns and radiation lesions, is used for rhinitis and pharyngitis to lubricate the mucous membrane of the nose and pharynx, as well as for inhalation. The drug is prescribed for trophic ulcers, eczema, cracked nipples, bedsores.

Fatty oil obtained from the seeds of rosehip Begger, Daursky, Fedchenko is used in folk medicine for burns and dermatitis, trophic ulcers and radiation skin lesions.

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"ZEROX" INCREASES RELATIVELY THE RESISTANCE OF COTTON TO ROOT ROT

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ABSTRACT

The article studied the effect of the "Zerex" immunostimulant on the root rot disease of the cotton plant by using the norms (1-2-3 l/t; l/ha) and terms (pre-sowing treatment of seeds, in phases 2-4 x true leaves). The best results due to resistance to root rot were obtained on the use of the "Zerex" preparation at the consumption rates of 2 l/t, the average biological efficiency in three years was 80.1%

KEYWORDS: "Zerex", Plant Density, Application Of Norms And Terms, Bukhara-10, Root Rot Disease, Biological Efficiency

1. INTRODUCTION

Immunostimulators and stimulants protect plants from biotic and abiotic conditions, reduce the types of reactive oxygen species that cause stress, they activate the antioxidant defense system or increase the content of salicylic acid compounds, resulting in increased plant immunity [1,2].

The use of immunostimulants in agricultural crops has been shown to have a positive effect on their fertility [3], growth and development processes [4], dry mass, pure photosynthesis productivity [5,6], productivity [7] and other physiological processes in plants [8].

2. Literature Review

A universal, contact-active ZEROX immunostimulant (containing 3000 mg/l of silver colloid) has three-way influence on plants. Firstly, it destroys fungal and bacterial phytopathogenes;

- Secondly, the silver ions of ZEROX interact with the plant receptors and enzymes, as a result, high levels of oxygen are produced in the plant cell and the immune system against various pathogens in the plant body is formed.

- Thirdly, it regulates effects of endogenous phytohormones in the plant, reduces the sensitivity to ethylene (ripening and aging hormones) and increases the amount of the auxin (growth hormone) [9].

One such effective fungicide is the "Zerex" immunostimulant (containing 3000 mg/l of colloidal silver). "Zerex", like other immunostimulants, increases plant resistance to diseases.

3. Research Methodology

Scientific research was conducted in 2018-2019 in the city of Bukhara, at the experimental station CSSEAITI Bukhara SIS. The experimental area consists of saline soils with a moderate weight of mechanical composition and the ground waters are located in the depth of 2.0-2.5 m.

Then the effect of different norms of ZEROX (1.0-2.0-3.0l / ha) on cotton provides high resistance to root rot in a field was studied. As a Etalon, Fitovak-200ml / t immunostimulant and as a control variant drinking water were used. Different norms of Zerox were treated in the vegetation period of cotton. According to the experimental system, all variants with the use of the "Zerox" immunostimulant were compared with aetalonimmunostimulant ("Fitovak"200 ml/t, ml/ha) and a control variant (drinking water).

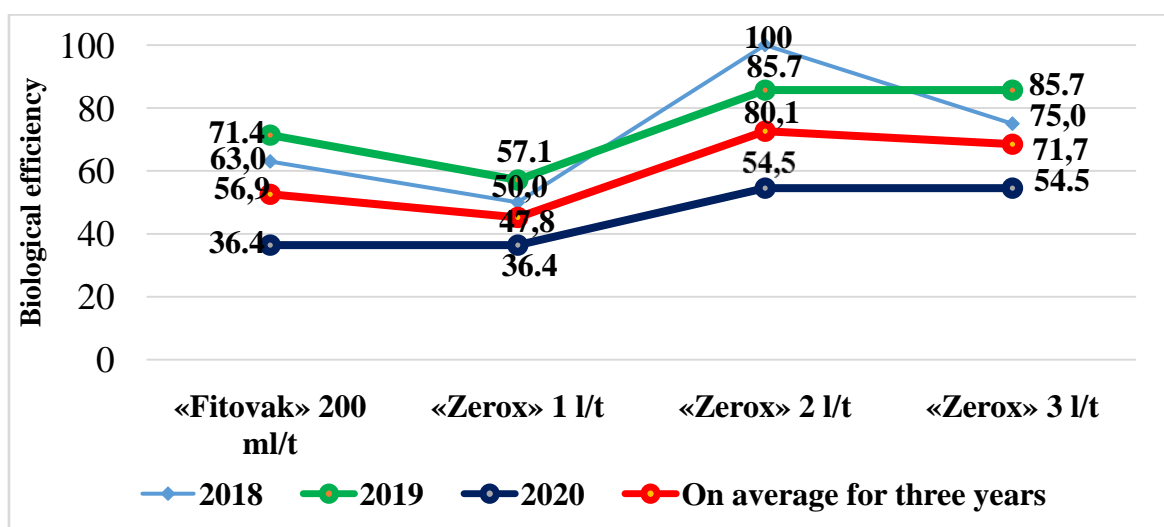
All analysis and phenological observations carried out in the investigation in field and laboratory condition were conducted on the basis of "Methods experiments of field" which written Uzbekistan Cotton Science Research Institute [10] and Plant Insect Protection Center, as well as, methods given in several other literature. Research data was mathematically processed in the method of B. Dospexov [11].

At the same time, before sowing, the seeds were treated with "Zerox" at the rate of 1-2-3 l/t and "Fitovak" at the rate of 200 ml/t, and the control variant was treated with drinking water.

From the 3-fold repetition of each option, 50 seedlings were obtained and the degree of damage to their roots and stems was determined in the period of 2-4 true leaves, as well as in comparison with the standard and control options. Due to many rains in 2018-2019-2020, the sowing date was slightly later than in previous years. However, precipitation after sowing in 2018-2020, was not observed root rot in germinated seedlings was practically absent, and depending on the degree of application of "Zerox", the incidence was lower than in the control.

4. Analysis and Results

Observations were made on an average area of 1 m² to detect root rot. According to a 2018 study, (on average) 4 control options, 1.5 standard options, and Zerox 1-3 l / t; According to the variants applied to 1 / ha: root rot disease was detected in 2-1 seedlings. As a result, the biological efficiency was respectively: 63-50.0-75%, while in the variant with the use of "Zerox" 2 l / t, plants affected by root rot were not detected, and the BS was 100%. In 2019, on variants treated before sowing with the "Zerox" immunostimulant at a rate of 1-2-3 l/t, the BS of infected plants per 1 m² was 57.1-85.7-85.7%, respectively (1-diagram).



Also, according to the results of observations in 2020, the control, standard and "Zerex" 1-2-3 l / t variants formed, respectively, BS 36.4-36.4-54.5-54.5%. According to studies conducted over an average of three years, the variants using BS Zerex 1-2-3 l / t and Fitovak 200 ml / t, respectively: 47,8-80,1-71,7-56, 9%. Thus, the most positive result in terms of resistance to cotton root rot disease was observed in the 2 l / t variant of Zerex.

CONCLUSION

From the studied scientific results, the following conclusions can be drawn: The best results due to resistance to root rot were obtained on the use of the "Zerex" preparation at the consumption rates of 2 l/t, the average biological efficiency in three years was 80.1%

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ANALYSIS OF SMALL BUSINESS INVESTMENT POTENTIAL IN ANDIZHAN REGION AND ISSUES OF ITS DEVELOPMENT

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ABSTRACT

His article analyzes the impact of small business development on the country's economy, the research of economists on the effective use of investment potential in the development of this sector. On the basis of the studied data, the role of small business in the economy of Andijan region of the Republic of Uzbekistan was studied. In the case of 14 districts and 2 cities of Andijan region, expert and integrated methods of economic, social, financial, foreign economic activity were conducted to assess the factors influencing the development of small business and the investment potential of small business. As a result of the research, the author developed proposals on what factors should be given more attention in the development of small business in Andijan region..

KEYWORDS: *business, valuation, investment, finance, export, import, employment, potential*

INTRODUCTION

Today, the acceleration of innovations in the economy, the creation of competitive products in the international market and the expansion of entrepreneurial activity are the priorities of socio-economic development of the country and its regions. At the same time, the main criteria for development are GRP, the level of employment, per capita income. In this regard, the high share of small business and private entrepreneurship in these indicators indicates the importance of the industry.

As a result of measures related to the development of small business, the income of the population is growing and the level of employment is growing. The scale of production and the range of goods and services are also expanding. The share of goods and services of local producers in national markets is expanding.

Small business and private entrepreneurship are a key factor in economic development, allowing for the effective solution of social and economic problems in the country. Expansion of this sector will ensure not only the growth of incomes, but also the growth of economic and social potential of the country and regions. The experience of a number of foreign countries shows that the criteria for the development of small business play a key role in the economy. Therefore, the effective use of investment potential is important in the development of small business.

Research on investment potential suggests that several indicators need to be considered when evaluating it. These indicators include criteria that reflect the processes of attracting, using and

managing investment. In this case, the investment potential of the industry or region is determined depending on the status of the relevant criteria. In particular, the level of indicators relevant to the sectors is important and requires a multi-factor analysis. In particular, we assess the economic, social, financial and institutional aspects of the investment potential of small business. An important step in making calculations is the use of appropriate criteria.

The integrated and expert method has been widely used in the research to assess the investment potential of industries and sectors. In particular, the assessment of investment potential on the basis of expert methods has been considered in a number of studies. [1] [2] While most methodological approaches are similar to each other, they differ according to the object and subject matter chosen by the authors. However, in this study, the assessment of investment potential is analyzed on the basis of economic, social, institutional, environmental, political criteria.

Analysis of the relevant literature

Before analyzing research on investment potential, we will focus on the definitions given to this concept. In particular, various definitions have been made in research on investment potential. In particular, the researches of AE Dvoretzkaya, IS Yurlova, AM Margolin interpreted the availability and volume of investment resources as investment potential.[3] [4]

In addition to the definitions that characterize investment potential by direct investment, we also cite the following research. According to Karimov, the investment potential is the resources of the enterprise, which are intended to be used to achieve the expected result. According to the definition given by RN Malyshev, the investment potential is determined by the volume of investment of the enterprise and its scale. According to the definition given by VI Afonin, LS Valinurova, OB Kazakova, investment potential is the sum of investment resources, including material, technical, financial and intangible assets. Also, in the definition given by S.V. Zenchenko and M.A. Shemyotkina, investment potential is the ability to express investment activity at the expense of available and attracted funds.[5][6][7][8]

In addition to the above definitions of the concept of investment potential, there are also studies that are cited in general. According to AM Sodiqov, the investment potential is determined by the natural resource, production, consumption, infrastructure, innovation, labor, institutional and financial status of the region.[9]

In particular, according to TV Borovikova, GV Zakharova, NV Kiseleva, IB Maksimov, T. Nenakhova, the investment potential is the achievement of high results of the economic system on the basis of these available opportunities.[10]

According to NR Rajabov, investment potential is the level of development of the region, according to which the region is a sustainable growth of living standards and quality of life due to the effective use of its natural and economic potential, competitive advantages and institutional opportunities. [11]

So, if we generalize the research related to investment potential, we can divide them into directions. In the first direction, the volume of investments available and attracted directly within the investment potential is explained. Research in the second direction provides a relatively broad interpretation of investment potential, focusing on the criteria that affect its attractiveness. That is, innovative, labor, natural resource opportunities are taken into account. Nevertheless, in

our opinion, it is expedient to interpret the two directions in a consistent manner. That is, the final criterion of investment potential is the scale of investment and the efficiency of its use, and its attraction is inextricably linked with labor, natural resources, innovation, and so on.

Main body

In Andijan, we carry out calculations on economic, social, financial, foreign economic activity in an integrated assessment of the investment potential of small business.

We will first assess the economic criteria for the investment potential of small businesses in Andijan region. At the same time, we determine the development indices of industry, agriculture, construction and services in terms of districts and cities of the region. According to the results of the assessment of the industrial sector, the highest rate in 2010-2020 was in Bulakbashi (0.83), Pakhtaabad (0.82), Shahrikhan (0.80) districts. The lowest rate was in Asaka district (0.08). At the same time, the cities of Andijan and Khanabad are below average (0.56).

The main problem in the districts and cities where there is a negative trend is the location of large industrial enterprises in these areas. This indicates a low level of diversification and cooperation in industrial enterprises. In order to increase the industrial potential in these regions, depending on the specifics of the region, it is necessary to establish the integration of production by large businesses in the form of subcontracting. It is also necessary to establish a system of order formation through long-term contracts by developing the institutional aspects of the state. At the same time, the state should introduce tax incentives for large enterprises that have signed the relevant contracts, depending on the amount of working capital and the term of the contract. This will lead to the expansion of the real sector and the sustainable development of the economy.

As a result of the development of the real sector, the service sector will expand. In particular, one of the leading sectors of small business in the field of services is retail trade. Based on our research, we found that Andijan (0.79), Bulakbashi (0.73), Shakhrixan (0.72), Balikchi (0.72) districts took the leading places. In the previous analysis, we saw that the regions with this leading share also had high coefficients in terms of industry. This means that in expanding the services sector, first of all, it is necessary to develop the real sector, in particular, industry. In the economy, the multiplier effect of industry represents a high sensitivity to retail.

Small business also has a certain weight in other sectors of the service sector. In particular, the share of passenger traffic, the share of trade and catering are also high. However, in order to further expand services at the present time, it is also necessary to expand the financial services of small businesses. This will lead to an increase in the level of financial security of entities and an increase in investment potential. As a result, there will be a positive impact on other sectors of small business.

TABLE 1 STATUS OF ECONOMIC CRITERIA FOR INVESTMENT POTENTIAL OF SMALL BUSINESSES IN ANDIJAN REGION (2010-2020) [12]

Name of regions	Industry	retail	agriculture	Construction	Economic potential
Province on :	0.23	0.61	0.9	0.9	0.660
Andijan city	0.27	0.51	0.97	0.88	0.658
Khanabad city	0.19	0.73	0.98	0.95	0.713
Andijan district	0.67	0.72	0.74	0.92	0.763

Asaka district	0.08	0.68	0.91	0.98	0.663
Balikchi district	0.75	0.72	0.96	0.95	0.845
Boston (Boz) district	0.62	0.6	0.9	1	0.780
Bulakbashi district	0.83	0.73	0.95	1	0.878
Jalakuduk district	0.53	0.62	0.93	0.72	0.700
Izbaskan district	0.53	0.7	0.92	1	0.788
Ulugnor district	0.46	0.61	0.77	0.5	0.585
Kurgantepa district	0.63	0.68	0.95	0.8	0.765
Marhamat district	0.67	0.65	0.91	0.89	0.780
Altynkul district	0.65	0.62	0.95	0.98	0.800
Pakhtaabad district	0.82	0.6	0.92	0.95	0.823
Khodjaabad district	0.74	0.65	0.94	0.81	0.785
Shakhrixan district	0.8	0.72	0.92	0.98	0.855
the biggest value	0.83	0.73	0.98	1	0.878
the smallest value	0.08	0.51	0.74	0.5	0.585
Average value	0.56	0.66	0.91	0.89	0.755

This process is leading to an increase in the size of the high-income construction sector and small business in agriculture. In particular, when calculating the potential of the agricultural sector, the same high indicators were identified in all regions. This indicates that there are opportunities for the development of food and light industries in the region. One of the effective ways to do this is to establish food clusters, along with textile clusters, based on the characteristics of the districts and cities of the region. At the same time, in order to expand these areas developed in the regions, it is expedient to establish a small industrial zone for food and small industrial zones for light industry. In particular, it is necessary to pay attention to the creation of light industry small industrial zones in Jalakuduk, Khojaabad, Bulakbashi, Andijan districts of the region. At the same time, it is advisable to focus on measures for the systematic development of small business and private entrepreneurship. This will lead to an increase in income in the region, an increase in employment and, most importantly, the development of the construction industry.

The coefficient for the share of small business in the construction sector in the region averaged 0.89 units during the study period. At the same time, below-average indicators were in Ulugnor (0.5) and Jalakuduk (0.72) districts. This situation is primarily a direct correlation with the activities related to the construction of multi-storey housing for the population. We also found in our research that low rates of small business share in the construction sector are directly related to population density, as evidenced by trends in indicators.

In general, the average economic potential of the region's existing industries and sectors in terms of small business was 0.755 (Table 1). Also, the results of high economic potential were in Bulakbashi (0.878), Shakhrixan (0.855), Balikchi (0.845), Pakhtaabad (0.823) districts. The lowest economic potential results were in Ulugnor (0.585), Asaka (0.663), Jalakuduk (0.700), Andijan districts and the cities of Andijan (0.658) and Khanabad (0.713).

According to the results obtained on the basis of determining the economic potential of small business, the highest and smallest units have a strong correlation with the potential of industry and agriculture. That is, the level of development of the real sector of the economy is becoming a

priority in determining the economic potential of small business. In general, the economic potential of small businesses in the region is strongly influenced by the rest of the industry.

Along with the economic potential of small business, social aspects are also an important factor in determining the level of investment. Typically, investments in fixed capital affect the development of social indicators by creating new jobs. This connection is a multiplier effect and is an important factor for the primary socio-economic process. Also, as a result of the growth of social indicators, due to the increase in the level of income, the population's sources of investment in fixed assets and loans from commercial banks will increase. This is an important financial source in the growth of investment potential. According to our research, the protection of business own funds and loans of commercial banks as an important source of starting a small business is high.

social potential of small business in Andijan region averaged 0.72 units in 2010-2020 (Table 2). However, the lowest capacity was 0.34 units in Andijan and the highest in Shakhrixan and Pakhtaabad districts, 0.86 units. This criterion was mainly used by large businesses in areas with low scores.

TABLE 2 STATUS OF SOCIAL CRITERIA FOR INVESTMENT POTENTIAL OF SMALL BUSINESSES IN ANDIJAN REGION [12]

Name of regions	2010	2015	2016	2017	2018	2019	2020	Social stability 2010-2020
Province on :	0.60	0.70	0.70	0.71	0.72	0.73	0.73	0.69
Andijan city	0.22	0.36	0.36	0.30	0.40	0.43	0.47	0.34
Khanabad city	0.27	0.44	0.45	0.32	0.45	0.48	0.52	0.40
Andijan district	0.69	0.78	0.79	0.74	0.80	0.82	0.84	0.77
Asaka district	0.81	0.61	0.62	0.51	0.49	0.44	0.40	0.56
Balikchi district	0.71	0.81	0.81	0.79	0.83	0.85	0.88	0.80
Boston (Boz) district	0.65	0.76	0.77	0.84	0.78	0.80	0.82	0.76
Bulakbashi district	0.76	0.84	0.85	0.81	0.86	0.88	0.90	0.83
Jalakuduk district	0.68	0.77	0.78	0.83	0.79	0.81	0.82	0.77
Izbaskan district	0.70	0.79	0.80	0.90	0.81	0.83	0.85	0.79
Ulugnor district	0.76	0.83	0.84	0.84	0.85	0.87	0.88	0.83
Kurgantepa district	0.72	0.82	0.83	0.88	0.84	0.86	0.88	0.82
Marhamat district	0.67	0.76	0.76	0.83	0.78	0.80	0.82	0.76
Altynkul district	0.75	0.83	0.83	0.85	0.84	0.86	0.87	0.82
Pakhtaabad district	0.78	0.86	0.86	0.90	0.87	0.89	0.91	0.86
Khodjaabad district	0.60	0.69	0.69	0.74	0.70	0.72	0.74	0.68
Shakhrixan district	0.81	0.88	0.89	0.90	0.87	0.87	0.88	0.86
the biggest value	0.81	0.88	0.89	0.90	0.87	0.89	0.91	0.86
the smallest value	0.22	0.36	0.36	0.30	0.40	0.43	0.40	0.34
Average value	0.66	0.74	0.74	0.75	0.75	0.76	0.78	0.72

This indicator is also compatible with infrastructure facilities. That is, while a weak link between infrastructure and social capacity has been identified in areas where large industrial enterprises are located, high capacity indicators reflect a direct link to infrastructure facilities. However, financial criteria are also becoming important.

The financial potential of small businesses was also averaged 0.63 over the study period (Table 3). However, the disproportion between its high and low values is 4 times. That is, the share of small business in terms of the level of investment in the regions has an uneven growth rate. However, when we analyze this indicator by volume, Asaka district has a high ranking, but its share is low due to large projects located in the district. Loans from commercial banks play an important role in increasing this capacity.

TABLE 3 STATUS OF FINANCIAL CRITERIA FOR INVESTMENT POTENTIAL OF SMALL BUSINESSES IN ANDIJAN REGION [12]

Name of regions	2010	2015	2018	2019	2020	Financial potential 2010-2020
Province on :	0.45	0.52	0.48	0.47	0.64	0.51
Andijan city	0.42	0.58	0.59	0.29	0.35	0.44
Khanabad city	0.32	0.33	0.98	0.34	0.51	0.50
Andijan district	0.86	0.54	0.65	0.41	0.73	0.64
Asaka district	0.02	0.15	0.39	0.35	0.14	0.21
Balikchi district	0.79	0.76	0.68	0.62	0.80	0.73
Boston (Boz) district	0.98	0.93	0.66	0.49	0.78	0.77
Bulakbashi district	0.85	0.70	0.89	0.47	0.89	0.76
Jalakuduk district	0.89	0.66	0.65	0.57	0.80	0.71
Izbaskan district	0.93	0.69	0.58	0.71	0.76	0.73
Ulugnor district	0.37	0.33	0.39	0.36	0.76	0.44
Kurgantepa district	0.80	0.68	0.73	0.82	0.97	0.80
Marhamat district	0.81	0.61	0.76	0.51	0.75	0.69
Altynkul district	0.95	0.57	0.56	0.62	0.72	0.68
Pakhtaabad district	0.88	0.68	0.52	0.55	0.75	0.68
Khodjaabad district	0.91	0.71	0.66	0.56	0.84	0.74
Shakhrixan district	0.88	0.62	0.76	0.72	0.83	0.76
the biggest value	0.98	0.93	0.98	0.82	0.97	0.80
the smallest value	0.02	0.15	0.39	0.29	0.14	0.21
Average value	0.71	0.59	0.64	0.52	0.71	0.63

In our research in this regard, there are problems with the guarantee or collateral in obtaining loans from small businesses by commercial banks. In order to positively address this issue, it is necessary to pay attention to the development of the legal framework for joint guarantee of small business. It is also necessary to develop and develop a system for the introduction of a guarantee of the relevant enterprise in the organization of entities involved in the execution of orders of large businesses . At the same time, the development of the above areas requires attention to institutional aspects.

Foreign sources are also important in investing in small business. At the same time, technology transfer is an important resource. Also, technology transfer has 2 different, indirect and indirect effects on increasing the investment potential of small business. In the direct impact, exactly the foreign investment and loans included are taken into account. As an indirect technology transfer, we study imports. That is, when we analyze the contribution of small business in imports, a high proportion falls on machinery and equipment.

In general, the average potential of small business for foreign economic activity, estimated on the basis of the share of exports and imports, was 0.24 units. However, the difference between the highest score (0.51) and the lowest score (0.07) was 7 times (Table 4). This is usually an indication that a small business often acts as an employment link. That is, the situation in the analysis based on the share of exports is not high. In the development of these indicators, we need to pay attention to the export of high value-added goods, innovative products,

TABLE 4 STATUS OF CRITERIA FOR FOREIGN ECONOMIC ACTIVITY (FEA) OF INVESTMENT POTENTIAL OF SMALL BUSINESSES IN ANDIJAN REGION (2010-2020) [12]

Name of regions	Import potential	Export potential	According to FEA potential
Province on :	0.2	0.32	0.26
Andijan city	0.22	0.3	0.26
Khanabad city	0.12	0.06	0.09
Andijan district	0.2	0.24	0.22
Asaka district	0.19	0.23	0.21
Balikchi district	0.28	0.06	0.17
Boston (Boz) district	0.07	0.06	0.07
Bulakbashi district	0.23	0.06	0.15
Jalakuduk district	0.21	0.32	0.27
Izbaskan district	0.13	0.2	0.17
Ulugnor district	0.07	0.2	0.14
Kurgantepa district	0.62	0.31	0.47
Marhamat district	0.38	0.4	0.39
Altynkul district	0.25	0.38	0.32
Pakhtaabad district	0.3	0.09	0.20
Khodjaabad district	0.26	0.3	0.28
Shakhrixan district	0.36	0.4	0.38
the biggest value	0.62	0.4	0.51
the smallest value	0.07	0.06	0.07
Average value	0.24	0.23	0.24

Overall, the investment potential of small businesses averaged 0.589 units in 2010-2020. During this period, the highest index was 0.714 and the lowest was 0.411. At the same time, the highest cases were in Shakhrixan (0.714), Markhamat (0.655), Bulakbashi (0.655), Pakhtaabad (0.641) districts. Low potential indices were in Khanabad (0.426), Andijan (0.425) and Asaka (0.411), Ulugnor (0.499) districts (Table 5).

TABLE 5 STATUS OF INVESTMENT POTENTIAL OF SMALL BUSINESSES IN ANDIJAN REGION (2010-2020) [12]

Name of regions	Economic potential	Social potential	Financial potential	According to FEA potential	Total capacity
Province on :	0.66	0.69	0.51	0.26	0.530
Andijan city	0.658	0.34	0.44	0.26	0.425
Khanabad city	0.713	0.4	0.5	0.09	0.426
Andijan district	0.763	0.77	0.64	0.22	0.598

Asaka district	0.663	0.56	0.21	0.21	0.411
Balikchi district	0.845	0.8	0.73	0.17	0.636
Boston (Boz) district	0.78	0.76	0.77	0.07	0.595
Bulakbashi district	0.878	0.83	0.76	0.15	0.655
Jalakuduk district	0.7	0.77	0.71	0.27	0.613
Izbaskan district	0.788	0.79	0.73	0.17	0.620
Ulugnor district	0.585	0.83	0.44	0.14	0.499
Kurgantepa district	0.765	0.82	0.8	0.47	0.714
Marhamat district	0.78	0.76	0.69	0.39	0.655
Altynkul district	0.8	0.82	0.68	0.32	0.655
Pakhtaabad district	0.823	0.86	0.68	0.2	0.641
Khodjaabad district	0.785	0.68	0.74	0.28	0.621
Shakhrixan district	0.855	0.86	0.76	0.38	0.714
the biggest value	0.878	0.86	0.8	0.51	0.714
the smallest value	0.585	0.34	0.21	0.07	0.411
Average value	0.755	0.72	0.63	0.24	0.589

Integration with large businesses needs to be expanded to increase the investment potential of small businesses in relatively low-performing districts. This is due to the high concentration of large industrial enterprises in the region. It is advisable to transfer their need for some details to a small business based on localization. As a result, the share of small business in the real sector as a whole will increase and develop. This will increase its profitability and expand its investment potential.

CONCLUSION

When assessing the small business sector in the regions of the republic and comparative analysis of the relevant indicators of Andijan region, we determined the average situation in the region. We also assessed the impact of industries and sectors to further develop the sector and increase its scale in the regional economy. The results show that it is necessary to ensure the continuity of the value chain for sustainable development. This requires cross-sectoral compatibility, not just one network. In particular, it is necessary to increase investment in small business, its active part. At the same time, it is necessary to introduce and improve the practice of export subsidies. This is because the positive change in the production volume of small businesses depends primarily on the sales performance

The investment potential of small businesses in 2010-2020 averaged 0.59 units. However, the small industry sector is below average in priority districts and cities. This means that the level of utilization of available opportunities in these regions is lagging behind. To positively address this issue, it is necessary to expand cooperation between large businesses and small businesses. This will lead to an increase in the investment potential of small businesses and the development of financial stability.

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ABAY KONONBOEV SPIRIT OF SPIRITUAL AND ENLIGHTENMENT

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ABSTRACT

This article describes in detail the positive aspects of the role of the Kazakh poet Abay Kononbaev in the poems and sermons of the rich spiritual and enlightenment heritage, their role in the education of young people. If your heart is in something else and you point to the science you are studying as a reason for that, that is, if you study it only for that thing in your heart, then your love for science will be like the love of a stepmother.

KEYWORDS: Diligence, Patriotism, Honesty, Enlightenment, Spirituality, Youth, Friendship, Abay.

INTRODUCTION

The clearest and most objective image of any nation is reflected in the unique talents of this nation, first of all, in the works of writers, poets and artists. That is why when we talk about Kazakhstan, a vast and unique country, a generous people, we first think of a well-known representative of this nation, such as AbayKononbaev. The spiritual power and incomparable talent of the Kazakh people was embodied in an intelligent and talented, highly enlightened man like AbayKononbaev.

Today, at a time when the relations of friendship and cooperation between the Uzbek and Kazakh peoples have reached a new level in Uzbekistan, great attention is paid to appreciating the great figures of the two fraternal Uzbek and Kazakh peoples, studying their immortal heritage and promoting it among our people, especially youth. Is focused. In this regard, the decision of the President of the Republic of Uzbekistan Shavkat Miromonovich Mirziyoyev "On the study and promotion of the creative heritage of the great Kazakh poet and thinker AbayKononbaev" was a bright expression of great respect and confidence in the brotherly people of Kazakhstan, its unique literature and culture. From this point of view, it is expedient to study the work of AbayKononbaev, to use his enlightenment views in the education system of Uzbekistan in the spiritual upbringing of young people. This resolution provides for the organization of meetings and literary evenings with the participation of well-known poets and writers, scientists in higher and secondary special, vocational, general secondary education institutions, military units, labor collectives and mahallas of the country.

One of the founders of Kazakh classical literature, the great poet and enlightener Abay (Ibrahim) Kononbaev was born into a cattle-breeding family in the Chingiztov district of the Semipalatinsk district of Kazakhstan. In his youth he studied at a madrasa. From a young age, Abay was eager to learn and learn languages. After graduating from the madrasa, he attended a Russian school

and studied Russian language and literature. Abay, on the one hand, with the works of the great representatives of Eastern literature Firdavsi, Navoi, Nizami, on the other hand, A. S. Pushkin, L. N. Tolstoy, M. E. Saltikov was interested in Shchedrin's works and tried to increase his creative knowledge. Abay's work began in his youth, writing and reciting poetry. Many of his poems are popular among the people. Abay, a progressive ideological intellectual of his time, led the enlightenment movement among the people. Another of his creative features is Abay's first Kazakh composer. He composed melodies based on folk melodies in his poems. Although Abay lived in the second half of the 19th century, he tried to make his people literate. In his poems; he called on the people to speak the truth, to be patriotic, hardworking, honest, to love nature, to acquire knowledge, to preserve the language and to learn other languages, to unite the people. There are poems "Spring", "Summer", "Autumn", "Winter", which show Abay as an innovative poet, in which the idea of striving for good and resisting evil is put forward. In the epics "Masgud", "Legend of Azim" classical melodies of the East play a key role. In the epic Alexander, the intellect in the person of Aristotle is contrasted with the greed in the personality of the Macedonian.

Abay is the first Kazakh composer. He composed his poems based on folk melodies. Abay A. S. He translated excerpts from Pushkin's Eugene Onegin into Kazakh. Some of Abay's works have been translated into Uzbek and published in the poems "Poems" (1945) and "Abay Kononbaev". A significant part of Abay's creative heritage is the complex "Words of Wisdom", which encourages people to goodness, honesty, material and spiritual prosperity, science and enlightenment, culture, and self-awareness in general. We can say that Abay's ideas, loaded on the symbolism of the Word through this work, are important not only for his time, but also for our time. These are Abay's words, his pen, his heartfelt warnings. Abay Kononbaev left a rich literary heritage. The poet's philosophical story "Naqliyaso`zlar", consisting of more than 200 poems, four epics such as "Iskandar", "Mas'ud", "Azim rivayati", "Vadim" and forty-four large and small plates, is still relevant today. These works express the desire to see the Kazakh people at the level of developed nations of the world. Defects in human nature that prevent this have been criticized. The virtues that call man to perfection are glorified. Culture and enlightenment are praised. In one of his poems, the poet explains what his main goal is to write a poem not for fun, but for the sake of the past, for those who read and understand the poem, as a lesson for future generations.

Alisher Navoi, Sheikh Saadi, Hafiz Sherozi, Fuzuli, Abay, who diligently studied the works of Eastern classical poets, emphasize that the essence of Abay's works can be understood only by intelligent, open-minded and alert people. At the same time, he does not consider it appropriate to say "a poem without salt (poem)". He says that he was spared from lying, that he tried to speak the original word. In the poems of the poet, such as "My people are Kazakhs", "Eagle", the national anthem is uniquely interpreted. His poems, such as "autumn" and "winter", describe the events of society through the nature. In lyrical poems such as "Do not boast without knowledge", "In search of knowledge in youth", "Gray childhood", "The black of my eyes", the spirit of admonition, science and enlightenment leads. The poet's lyrical works are deep in content and artistically perfect. The sincerity and truthfulness of the feeling, the weight of the allegory and metaphors illuminate Abay's poems. In his poetic works, the author appears as an artist of the human psyche. He studied the works of such representatives of classical literature of the East as Firdavsi, Saadi, Navoi, Fuzuli. Influenced by the secular ideas in the works of these poets, he began to write poems that enlightened the people. An important factor in the formation of Abay's

worldview was the acquaintance with the works of Krylov, Pushkin, Lermontov, Tolstoy, along with the classical poets of the East, the Russian democrats exiled to the Seventies, and through them the above-mentioned Russian and foreign representatives.

Abay was acquainted with the ideas of Russian democrats such as Chernyshevsky and Dobrolyubov, with the philosophical didactic views of Aristotle, Socrates, Plato, and even Hegel. It is safe to say that more than 200 of his works were born under the influence of these figures¹ [1. <https://qomus.info>].

The poet was also effective in the field of literary translation. He became acquainted with the works of Russian and world literature, such as Byron, Goethe, Pushkin, Lermontov, Leo Tolstoy, I. Krylov.

He studied their creative experience and skillfully translated his works into Kazakh.

Hence, it is clear from the thoughts quoted in the poem above that Abay urges his people not to quarrel with each other, not to fall in love with material wealth, to have the right vocabulary, to have deep knowledge, to have honor and dignity. In our opinion, such a deep thought is a topical issue in the spiritual upbringing of the younger generation even in today's era of globalization.

In addition, Abay's poetry promotes the idea that there is no life without love and friendship. He urges the tyrants and feudal lords of his time to be kind and praises justice [2. 34.]².

The "Admonitions" left by the poet as a legacy in the enlightenment of Abay's work are also of special educational significance. It calls people to beware of ignorance, laziness, laziness, cowardice, ignorance. For example, here is the Thirty-second story in the Admonition:

ADMONITION

In one "Admonition" AbayKononbaev urges people to study science, to be intelligent, to use them to overcome any difficulties in life.

Thirty-first word

There are four conditions for one to remember what one has heard: first, one must be intelligent for this; secondly, when one sees or hears something, one should read it with sincerity and understanding; thirdly, it is necessary to repeat what you have heard several times in your heart; fourthly, it is necessary not to bring anything else to mind at all, and not to pay even the slightest attention to it when it comes. For example: carelessness, carelessness, amusement or grief - one should not give in to sadness and devotion to something else. Otherwise, these four things are factors that undermine science with reason [2. 32.]³.

Thirty-second words

Anyone who wants to learn science must first know it. it has several lines. Knowledge learned without knowing this will not be contagious. First of all, it is necessary to study the science being studied in order to apply it in life, without having to learn that one day it will be useful for me. Because if you study science only to know and be satisfied with it, who needs such knowledge? If a person learns what he does not know, he will find pleasure in it. If you study science with a sincere love, you will develop a love for balm. Only then will you be able to memorize and read everything you see. If your heart is in something else and you point to the science you are studying as a reason for that, that is, if you study it only for that thing in your heart, then your love for science will be like the love of a stepmother. If you study sincerely, then your love for

science will be as warm and sincere as your mother's love. If you are truly devoted to science, it will also love you and you will get it into your hands faster. If you give him a little love, the knowledge you learn will also be half-hearted.

The second is to study science with good intentions. But you don't have to learn to argue with someone.

Thirdly, if you can achieve the truth because of your every move, even if you die, do not turn back from this path, hold fast!

Fourth, in order to learn more about science, a person must have two more things: one is to meditate, and the other is to protect. These two features need to be strengthened. it is difficult to learn science without intensifying this thing.⁴ [3. 44].

The novelty of Abay's work is that in his work he realized that nomadic civilization had reached its peak during his lifetime. He felt that the future was not in the hands of the strong, but in the hands of the strong, and called on his people to be ready for it. He felt an impending danger in his heart, and the warning, "Beware, my people," rang in every voice of his.

Although the great thinker of the East, AbayKononbaev, lived almost two centuries ago, he dedicated his life to guiding the people of his time and left his rich spiritual heritage as an inexhaustible treasure for future generations. In the evolution of society, Abay entered the history of Kazakhstan as the last representative of the nomadic civilization. After the time of Abay, the Kazakh people said goodbye to the nomadic civilization and opened the door to a new social formation.[4.<https://ziyouz.uz/>]⁵

In today's developing world, the wide and effective use of AbayKononbaev's enlightenment heritage in educating young people in the right word, honest, hardworking, patriotic, open-minded and similar positive qualities, as mentioned above, we think it will serve you well. In short, Abay laid the foundation of Kazakh literature and the Kazakh language. The poet's epics, prose works, translations will remain the national and spiritual pride of the Kazakh people. Abay's work is the common spiritual property of the Turkic-speaking peoples. Abay called the peoples to friendship and brotherhood, as well as aspect. He glorified peace and tranquility, kindness and love. The poet's dreams have come true in our day.

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LEVEL OF AWARENESS OF PRIMARY CARE DOCTORS IN TASHKENT CITY ABOUT CONNECTIVE TISSUE DYSPLASIA

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ABSTRACT

The article presents the results of a survey conducted for primary care physicians in Tashkent. The survey involved 57 doctors of polyclinic No. 52, Yunus-Abad district. Studies have shown that when doctors were asked about connective tissue dysplasia, 27 answered positively (47.3%), and 30 did not know. When children went to the polyclinic, only 10 (17.5%) doctors out of 57 found signs of connective tissue dysplasia. None of the doctors noted signs of CTD in outpatient cards. The presence of several chronic diseases at the same time was noted by only 8 doctors (14%) out of 57. Analysis of the questionnaire data showed that the highest percentage (56.4%) of practitioners had knowledge of urinary tract changes in CTD, and the lowest percentage (21.9%) had knowledge of pulmonary changes. Most practitioners in Tashkent are poorly aware of the external phenotypic signs of CTD and the stigmas of dysembryogenesis that underlie the pathogenesis of chronic diseases.

KEYWORDS: *Children, Survey, Connective Tissue Dysplasia, Phenotypic Signs, Stigmas Of Disembryogenesis*

INTRODUCTION

The peculiarity of the structure and function of the connective tissue creates a possibility for the development of a greater number of its anomalies and diseases, leading to gene defects with a certain type of inheritance, or as a result of mutagenic effects of adverse environmental factors during the fetal period (adverse environmental conditions, unbalanced nutrition, stress, etc.) [1].

As noted, most practitioners do not know about diseases caused by connective tissue dysplasia (CTD), a disease which leads to dysfunction of all organs and systems and chronicity of the process [2,3,4]. The development of pathological conditions of the connective tissue takes place due to its participation in the biomechanical (supporting), metabolic, morphogenetic, and reparative functions.

Connective tissue dysplasia ("dis" - disorders, "plasia" - development, formation) is a dysfunction of the structure of connective tissue in the embryonic and postnatal periods due to genetically altered fibrillogenesis of the extracellular matrix, which leads to a progressive disorder of homeostasis at tissue and organ levels [4,5]. Morphologically, the disease is characterized by changes in collagen, elastic fibrils, glycoproteins, fibroblasts, and proteoglycans, leading to changes in both quantitative and qualitative structures of the

connective tissue, which are based on the inherited mutations of genes encoding the synthesis and spatial organization of collagen, protein-carbohydrate complexes, as well as mutations in the genes of enzymes and their co-factors [5,6]. Currently, one of the controversial scientific issues is the lack of a single, generally accepted classification. The most commonly used approach is based on the genetically differentiated diagnosis of CTD. In 2000, T.I. Kadurina et al. identified the three most common forms of non-syndromic CTD: MASS-phenotype, marfanoid, and Ehlers-like phenotypes. This classification is the most common since non-syndromic forms of CTD are "phenotypic" copies of known syndromes. Thus, the marfanoid phenotype is characterized by a combination of signs of generalized connective tissue dysplasia with asthenic physique, dolichostenomelia, arachnodactyly, damage to the valvular apparatus of the heart, and progressive visual impairment. With an Ehlers-like phenotype, there is a combination of signs of generalized connective tissue dysplasia with a tendency to skin hyperextensibility with varying degrees of joint hypermobility. The MASS-phenotype is characterized by signs of generalized connective tissue dysplasia, a number of cardiac disorders, skeletal anomalies, and skin changes in the form of thinning or the presence of areas of subatrophy. In connection with multi-organ dysfunctions in CTD, a classification approach is proposed with the separation of syndromes associated with dysplastic-dependent changes and pathological conditions: neurological disorders syndrome, asthenic syndrome, valvular syndrome, vascular syndrome, eye pathology syndrome, foot pathology syndrome, vertebrotoxic syndrome, etc. [6,7]. For example, autonomic dysfunction syndrome is one of the very first to form in a significant number of patients with CTD and is considered an obligatory component of the dysplastic phenotype. In most patients, sympathicotonia is detected, a mixed form is less common, and in a small percentage of cases - vagotonia. The severity of the clinical manifestations of the syndrome increases in parallel with the severity of CTD. Autonomic dysfunction is observed in 97% of cases of hereditary syndromes, with an undifferentiated form of CTD - in 78% of patients. In the formation of vegetative disorders undoubtedly genetic factors play a significant role in underlying the violation of metabolic processes in the connective tissue and the formation of morphological substrates, which leads to a change in the function of the hypothalamus, pituitary gland, sex glands, and the sympathetic-adrenal system. The manifestations of collagenopathies in the musculoskeletal system are considered to be: joint hypermobility syndrome, weakness of the ligamentous apparatus of the spine and foot with the formation of scoliosis, and flat feet [6,7]. Joint hypermobility syndrome deserves special attention since a characteristic manifestation of this condition is a high sensitivity to physical exertion and a tendency for frequent injuries. Periarticular damages (bursitis, tunnel syndrome) with symptoms of joint hypermobility.

The following criteria are used at the stage of clinical and anamnestic examination:

T. Milkowska-Dimitrova and A. Karkashev (1985), take into account the primary and secondary signs of CTD. The primary signs include flat feet, varicose veins, hypermobility of the joints, gothic palate, pathology of the organs of vision, deformity of the chest and spine, increased extensibility, and flabbiness of the skin, long thin fingers. [7].

Secondary signs: abnormalities of the auricles and teeth, transient articular pain, dislocations and subluxations of the joints, etc. [7]. An examination by an ophthalmologist, orthopedist-traumatologist, and cardiologist is mandatory. The diagnosis of Ehlers-Danlos syndrome should also be carried out, based on the Villefranche criteria (major and minor diagnostic criteria),

which include: increased skin extensibility, and joint hypermobility (joint sprain, dislocations, and subluxations, flat feet), muscle hypotension, hereditary predisposition to the disease.

The purpose of the study. To study the level of awareness of primary care physicians about the signs of connective tissue dysplasia and its prevalence in children living in the city of Tashkent.

Materials and methods. We surveyed primary care physicians in Tashkent city. The study was carried out in the form of a questionnaire, for which a specific questionnaire form with deciphered signs of connective tissue dysplasia was developed.

Questionnaires were distributed to 57 doctors of family medical polyclinic No. 52 in Tashkent city (questionnaires are attached).

Questionnaire for the detection of connective tissue dysplasia for doctors

1. Surname, name, patronymic name.
2. Gender.
3. Age.
4. Place of employment of the doctor.
5. Speciality.

General practitioner awareness questionnaire

No.				Yes	No
1.	Do you know about connective tissue dysplasia?			91	7
2.	Have you previously noticed children who had signs of connective tissue dysplasia?			80	18
3.	Did you note the above signs in the outpatient questionnaires?			56	42
4.	How often do your patients have multiple chronic diseases at the same time?			63	35
Phenotypic traits		The total number of listed (considered) features	The total number of features not taken into account	% of signs taken into account	
Craniocephalic signs (10 signs)		422	488	46.3%	
Oral manifestations (9 signs)		452	367	55.1%	
Changes in the shape of the ears (7 signs)		345	292	54.1%	
Skin manifestations (12 signs)		522	570	47.8%	
Spinal changes (eightsigns)		390	338	53.5%	
Articular signs: (5 signs)		320	135	70.3%	
Changes in the shape of the hands (8 signs)		340	388	46.7%	
Changes in the shape of the leg (6 signs)		260	286	62.2%	

Eye changes (9 signs)	456	363	55.6%
Cardiovascular changes (3 signs)	146	127	53.4%
Pulmonary changes: (4 signs)	189	175	51.9%
Abdominal changes (9 signs)	433	386	52.8%
Changes in the urinary organs (5 signs)	163	292	35.8%
Damagesin the nervous system(5 signs)	118	337	25.9%
No.			Yes No
1.	Do you know about connective tissue dysplasia?		27 30
2.	Have you paid attention to children who had signs of connective tissue dysplasia?		10 47
3.	Did you note the above signs in the outpatient questionnaires?		0 0
4.	How often do your patients have multiple chronic diseases at the same time?		18 49

Phenotypic traits	Total number of features listed	The total number of features taken into account	% of signs taken into account
Craniocephalic signs (10 signs)	186	384	32.6%
Oral manifestations (9 signs)	200	313	38.9%
Changing the shape of the ears (7 signs)	171	228	42.8%
Skin manifestations (12 signs)	222	291	43.2%
Spinal changes (eightsigns)	185	271	40.5%
Articular signs: (5 signs)	174	111	61%
Changes in the shape of the hands (8 signs)	171	285	37.5%
Changes in the shape of the leg (6 signs)	151	191	44.1%
Eye change (9 signs)	207	306	40.3%
Cardiovascular changes (3 signs)	60	114	34.4%
Pulmonary changes: (4 signs)	fifty	178	21.9%
Abdominal changes (9 signs)	213	300	41.5%
Changes in the urinary organs	161	124	56.4%

(5 signs)			
Damage to the nervous system (5 signs)	113	172	39.6%

The results of the research discussion demonstrated that when interviewing doctors about connective tissue dysplasia, 27 answered positively (47.3%), and 30 did not know. When children went to the polyclinic, only 10 (17.5%) doctors out of 57 were able to find signs of connective tissue dysplasia. None of the doctors noted signs of CTD in outpatient cards. The presence of several chronic diseases at the same time was noted by only 8 (14%) out of 57 doctors. Thus, practicing doctors in Tashkent have poor knowledge of CTD.

According to the survey, 57 doctors from polyclinics of Tashkent city were interviewed. An analysis of the study of personal data showed that a larger percentage (56.4%) of doctors have knowledge about changes in the urinary organs in CTD, and the lowest percentage (21.9%) are informed about pulmonary changes [8].

They are also familiar with the changes in the shape of the ears (42.8%), skin manifestations (43.2%), changes in the shape of the legs (44.1%), changes in the abdominal organs (41.5%), familiarity with the rest of the symptoms are lower (40%).

Thus, most practitioners in Tashkent are poorly aware of the external phenotypic signs of CTD and the stigmas of dysembryogenesis, which lie in the basis of the pathogenesis of chronic diseases [8].

CONCLUSION

Based on the above, it is necessary to familiarize primary care practitioners with CTD and the stigmas of dysembryogenesis.

The following is recommended.

1. Organize seminars on this topic.
2. Write guidelines for general practitioners about CTD.
3. After studying this pathology, organize a second survey, which in the future will serve as a more reliable diagnosis, treatment, and prevention measure for children and adult patients with CTD.

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MODERN METHODS OF DIAGNOSTICS OF BRONCHIAL ASTHMA IN CHILDREN

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ABSTRACT

In recent years, there has been an increase in the prevalence of allergic diseases, which have a significant impact on the quality of life of children. According to epidemiological studies, from 15 to 25% of the child population suffers from allergic diseases. [2,5,7]. Purpose of work — study of the validity of spirometry and body plethysmography methods for assessing the functional state of the bronchopulmonary system in children with bronchial asthma. Materials and methods. We observed 220 children with BA aged 2 to 16 years. Depending on the severity of the course, all children were divided into two groups: 140 children with intermittent, 80 children with a mild persistent course of the disease. The control group consisted of 23 practically healthy children of the same age. Boys prevailed among the examined children - 56.3%. Results and discussion. In all children with BA, difficulty in breathing occurred mainly at night. In addition, 82.3% of children often had seizure equivalents (feeling short of breath, dry paroxysmal cough), which were repeated 1-3 times a month, lasting from 5-10 minutes, difficulty breathing stopped on its own or after a single use of bronchodilators. A feature of the course of asthma in children living in industrial regions was that a change of scenery contributed to a more rapid relief of the symptoms of the disease. During exacerbation of the disease in children with intermittent course of bronchial asthma, the condition of the patients remained mostly satisfactory. They complained of shortness of breath, lack of air, dry cough. Conclusion. The observed patients showed signs of atopy and polyvalent sensitization of the body. Exacerbations of the disease in patients could be caused by exposure to adverse environmental factors. Shifts in clinical and laboratory parameters and parameters of immunological reactivity in patients depended to a certain extent on the severity of the course of the disease.

KEYWORDS: Asthma, Diagnostics, Bodyplethysmography, Spirometry, Children.

INTRODUCTION

In recent years, there has been an increase in the prevalence of allergic diseases, which have a significant impact on the quality of life of children. According to epidemiological studies, from 15 to 25% of the child population suffers from allergic diseases [2,5,7]. The most common chronic diseases of the respiratory system in childhood are bronchial asthma (BA) and allergic rhinitis (AR) [1,10]. Bronchial asthma often develops among preschool children (80%), often the

first attacks occur already in the first year of life [9]. Recently, practitioners have paid great attention to assessing the functional state of the lungs. Indicators of respiratory function (RF) are important both for establishing a diagnosis, determining the severity of the disease, and for choosing treatment programs. Dynamic monitoring of patients with repeated studies of respiratory function allows you to make changes in treatment, predict the course and even the outcome of respiratory diseases in children. The age of onset of the first symptoms is important - the early onset of bronchial obstruction in a child gives a better prognosis. Male sex is a risk factor for developing BA in childhood. Female sex is a risk factor for the persistence of asthma during the transition from childhood to adulthood. A family history of atopy is also the most well-defined risk factor for atopy and asthma in children. [3,6]. A history of other atopic diseases, such as eczema and rhinitis, increases the likelihood of developing asthma. Positive allergy tests also increase the likelihood of asthma. An increase in the level of specific immunoglobulins E (IgE) to food (milk protein, wheat, egg white) or inhalant allergens (house dust mites and cat dander) predicts the persistence of asthma symptoms[8].

Children suffering from bronchial asthma often have normal functional parameters not only in the period of remission, but even in the stage of exacerbation of the disease [2,4]. The most complete characterization of the ventilation capacity of the lungs is possible in the study of the structure of the total lung capacity. The method of body plethysmography simultaneously with the study of total lung capacity (TLC) allows you to evaluate bronchial resistance, which is sufficient to diagnose the nature and degree of disorders.

In patients with mild asthma, compared with healthy children, the resistance in the small bronchi is 7 times higher, although the indicators of pulmonary function are within the normal range[4].

Purpose of the work — study of the validity of spirometry and body plethysmography methods for assessing the functional state of the bronchopulmonary system in children with bronchial asthma.

Materials and methods. We observed 220 children with BA aged 2 to 16 years. Depending on the severity of the course, all children were divided into two groups: 140 children with intermittent, 80 children with a mild persistent course of the disease. The control group consisted of 23 practically healthy children of the same age. Boys prevailed among the examined children - 56.3%. Children with intermittent course of bronchial asthma were examined and treated on an outpatient basis; patients with a mild persistent course of the disease were examined and treated in the allergological department of the TMA multidisciplinary clinic, followed by continuation of treatment on an outpatient basis. The study of the anamnesis made it possible to identify the burdened heredity in relation to allergic diseases in the majority of observed children with bronchial asthma (88%), which generally corresponds to the results of studies by many authors. So, in 16% of cases, one of the parents of the patients we observed had bronchial asthma, 25% - hay fever, 25% - allergic rhinitis, 20% - food allergy and 14% - drug allergy.

Of the functional tests, spirometry was performed using a Microlab device (England). The parameters of forced expiratory volume in 1 second (FEV1), forced vital capacity (FVC) and FEV1/FVC ratio were evaluated after the test with a bronchodilator (DIS Salbutamol, 200 µg). For the purpose of a more in-depth examination, body plethysmography was performed using the Master Screen Body device (Jaeger, Germany). Statistical analysis was performed using STATISTICA 10 software.

Results and discussion

In all children with BA, difficulty in breathing occurred mainly at night. In addition, 82.3% of children often had seizure equivalents (feeling short of breath, dry paroxysmal cough), which were repeated 1-3 times a month, lasting from 5-10 minutes, difficulty breathing stopped on its own or after a single use of bronchodilators.

A feature of the course of asthma in children living in industrial regions was that a change of scenery contributed to a more rapid relief of the symptoms of the disease.

During exacerbation of the disease in children with intermittent course of bronchial asthma, the condition of the patients remained mostly satisfactory. They complained of shortness of breath, lack of air, dry cough (Table 1).

TABLE 1 CLINICAL MANIFESTATIONS OF BA IN 220 PATIENTS

Symptoms	Intermittent course of BA (n=140)	Mildpersistentasthma(n=80)
Cough	2,02±0,12	2,13±0,14
Dyspnea	1,98±0,1	2,12±0,14
Asthma attacks	0,95±0,08	1,2±0,12
p	<0,001	<0,001

Note: Symptom severity in points:

0 – no sign 2 - moderately pronounced

1 - mild 3 - pronounced

The value of FEV1 in children with BA was 92.4%, in children of the control group 100.2%. When analyzing the FEV1/FVC indicator, which characterizes the presence of bronchial obstruction, it was found that in the group of children with BA it was 69.6%, while in the control group it was 97.53%. When conducting spirometry in children with BA after inhalation of 200 µg of salbutamol, the FEV1 level was 101.2% and was comparable to the values of children in the control group. The FEV2/FVC indicator was within the normal range and amounted to 70.3% in the group of children with BA and 95.2% in the group of "conditionally healthy" children.

To monitor the effectiveness of ongoing treatment in order to prevent exacerbations and prevent the progression of the disease, it is very important to timely detect changes in bronchial patency using modern diagnostic methods. The variety of available equipment for studying the parameters of external respiration raises the question of choosing high-quality devices that meet modern standards and are reliable in operation for specialists. For doctors working with children, these requirements are supplemented by taking into account the age characteristics of their patients. To date, a research method that meets all these requirements is a body plethysmograph.

We conducted an additional examination to identify pathological disorders of volumetric parameters in children with BA using the method of body plethysmography. Indicators of intrathoracic pressure and residual lung capacity corresponded to normal values and did not differ statistically significantly among themselves in the studied groups. A significant difference was obtained in terms of residual lung volume (RLV), which makes it possible to assess the presence of pathology in the small airways (SIR) [4]. As is known, bronchial asthma of any severity is characterized by an inflammatory process in the respiratory tract, which develops as a result of a complex interaction of genetic and environmental factors [6]. In our study, a statistically significant increase in the TRL up to 117.2% ($p < 0.005$) was obtained in children

with bronchial asthma, compared to children in the control group (96.9%). Despite the fact that similar indicators were obtained by spirometry, in children of the main group after taking salbutamol, the TRL was within the reference values, the revealed significant difference in the direction of increasing this criterion in patients with BA indicates the presence of a pathological process in the small bronchi. In all examined children during the period of exacerbation of the disease, there were no significant changes in peripheral blood, except for the number of eosinophils. Blood eosinophilia, according to GINA (2018), plays an important role in the phenotyping of AD and is a risk factor for future exacerbations. In the control group of patients, the level of blood eosinophils fluctuated in the range of $1.31 \pm 0.12\%$, according to the literature, this range is 1-5%. In the group of patients with asthma, the range of the indicator is from 2 to 10%. In children with a persistent form of BA, an increase in the content of eosinophils was almost 2 times compared with children with an intermittent form of BA, and almost 5 times compared with healthy children ($p < 0.001$).

The traditional markers determined for the diagnosis and differential diagnosis of allergic diseases and inflammatory processes include the level of general and specific IgE. It is traditionally determined in patients with asthma, but in recent years its role as a predictor of the severity and exacerbation of the disease has significantly decreased. In the children examined by us, the level of total IgE was shifted to the region of high values. Fluctuations in total IgE in BA group 1 ranged from 98–1056 IU/ml with a median value of 392.72 IU/ml, in group 2 it ranged from 105–1120 IU/ml with a median 7th value of 390.16 IU/ml, i.e. the level of total IgE did not depend on the severity of BA. The indicator significantly differed from the control group ($p = 0.0001$), where the median total IgE was 33.8 IU/ml with a range of 12.1–95 IU/ml.

CONCLUSION

Factors contributing to the formation of bronchial asthma in the children we observed were hereditary predisposition to allergic diseases, manifestations of allergic diathesis at an early age, the presence of concomitant allergic diseases of the upper respiratory tract, atopic dermatitis, food and drug allergies. The observed patients showed signs of atopy and polyvalent sensitization of the body. Exacerbations of the disease in patients could be caused by exposure to adverse environmental factors. Shifts in clinical and laboratory parameters and parameters of immunological reactivity in patients depended to a certain extent on the severity of the course of the disease. Taking into account the above data, we can conclude that in children with controlled bronchial asthma, when determining lung function by spirometry, obstructive disorders are not detected, although the FEV1 and FEV1/FVC values are statistically lower than in the group of healthy children. Revealed a significant increase in TRL relative to the control group. Based on this, in order to clarify the presence of respiratory disorders and pathology of small bronchi in children with bronchial asthma, a more in-depth examination is required, in particular, body plethysmography.

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SOME FEATURES OF THE THEORY OF TRANSLATION OF TAJIK LITERATURE OF THE TWENTIETH CENTURY

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ABSTRACT

This article discusses some features of the theory of translation of Tajik literature in the twentieth century, the position of literary translation, the relationship between the theory and practice of translation. Also, some features of literary translation, professional skills of translators, difficulties of professional translation were discussed. In this respect, literary translation is similar to the original literature, but it is also different. Original literature belongs to one nation, but literary translation belongs to two nations - both the nation of the author and the nation of the translator.

KEYWORDS: *Translation Theory, Literature, Literary Translation, Language, Translator, Text, Professional Translation Skills, Translation Studies.*

INTRODUCTION

The theory of translation is the science of linguistics, which considers translation as a creative activity in language, as an interlingual form of the original text and the text of the translation. The focus is on different translations, regardless of genre (artistic, scientific, technical, socio-political) and genre (written and oral).

In the years 1973-1975 the emergence of the works of A.D. Schweizer "Translation and Linguistics" (1973), V.N. Komissarov "Speech on translation (1973), Ya.I. Retsker, Theory of Translation and Translation Practice (1974), L.S. Barkhudarov's "Language and Translation" (1975) established the leading role of Soviet scientists in this new science.

These works provide theoretical evidence for many translation problems, offer several models that reflect different aspects of the translation process, define the subject and tasks of translation theory, but this analysis is very important in all cases, even in the case of translation. Without paying attention to the linguistic means used by the translator for the completeness of the translation, it is impossible to speak of a single artistic effect on the aesthetic equation, because the content cannot exist on its own. Without learning the language and style of the writer, it is impossible to say anything about the skills of a translator from the functional point of view without analyzing his searches and comparing them with the original text.

Of course, the analysis of literary translation also includes other non-linguistic, aesthetic and important and special aspects, which are very important for this genre. Therefore, publications devoted to literary translation distinguish two aspects: literary criticism and linguistics.

Literary theory of translation considers literary translation as a special literary activity, as a kind of original artistic creation. At the heart of the literary theory of translation is the question of the artistic and aesthetic relationship between the original text and the text of the translation, a complete reflection of the author's individual style, creative interpretation and individual style of the translator. In addition, the relationship of translation methods with the aesthetic point of view of the period studies the literary process, that is, considers the translation method as a reflection of a certain stage in the development of translation.

There are several definitions of translation. The founder of the linguistic theory of translation A.V. Fyodorov considers the translated text to be the subject of debate. "The task of translation theory is to control the laws of correspondence between the original text and the translation, to summarize the existing scientific conclusions on specific cases of translation and to assist in the practice of translation" (Fedorov A.V. Osnovy obshche teorii perevoda. p.21).

Thus, A.V. Fyodorov focuses on distinguishing and analyzing the compatibility between the elements of the two languages.

Representatives of the process of structural linguistics - I.I. Revzin and V.Yu. Rosensweig considers the process of translation itself, in which the transition from one system of signs to another takes place, the subject of discussion of the theory of translation (Revzin II, Rosenzweig V.Y. Basics of general and machine translation. - Moscow, 1967, p. 21) . This idea was supported by L.S. Barkhudarov also supports (Barkhudarov L.S. Language and translation. Questions of general and private translation theory. - Moscow, 1975, p.6).

A third group of scholars (A.D. Schweizer, V.N. Komissarov, Y.I. Retsker) considers both the process of translation and its results to be the subject of translation criticism. According to A.D. Schweitzer (1973, p. 14), the task of translation theory is to determine and establish the mechanism of the translation process, a set of factors that influence the translation to reach a decision, the logic of which draws conclusions and reveals systematic differences between languages in practice.

An artistic translation is a kind of artistic creation, an interpretation of the unity of form and content of a work of art from one language to another, revealing the aesthetic influence of the original work on another language. Literary translation has a high status in the development of civilization, and the development of civilization also contributes to its development, that is, translation and historical conditions are intertwined. Hence, translation in general and literary translation in particular have a long history. Literary translation differs from other types of art, first of all, by means of expression, if the means of expression of music - melody, architecture and sculpture - form and design, painting - shades of color, then artistic translation is expressed through language. In this respect, literary translation is similar to the original literature, but it is also different. Original literature belongs to one nation, but literary translation belongs to two nations - both the nation of the author and the nation of the translator. The laws of the development of literary translation are studied in its theory and critique of literary translation. Literary translation has been the subject of extensive research since the mid-20th century. As a

result, the science of translation emerged, which is known as "translation studies", "translatology", "translation theory" and so on.

It is difficult to determine the history of the origin of literary translation. Apparently, literary translation came into being at the same time as the literature of two multilingual peoples.

For example, according to one of the Tajik astrologers and translators, Fazli Abu Sahl (d. 815), Alexander the Great was very interested in the translation: the one who found pleasure in copying "set everyone on fire." among the translated books was the Avesta. During the Sasanian period, the Avesta was translated and interpreted into Middle Persian (Pahlavi), which was called Zand. This can be considered the first translation in the history of Persian-Tajik literature. The Arab scholar Ibn Nadim (d. 1000) discussed the state of translation up to the 10th century in several chapters of his *Al-Fahrist*. Ibn Nadim mentions dozens of translators of those times, each of whom knew three or four languages well and was a factor in science.

One of the most famous translators of that period was Ruzbeh Dodweh, who after the conversion to Islam he called himself Abdullah ibn Muqaffa. He translated almost all Pahlavi works into Arabic and made a valuable contribution to the publication of literary works of the Iranian people. The names and texts of several Pahlavi works, the originals of which have been lost, have survived to the present day thanks to Ibn Muqaffa's translations.

It is known that the literature of any nation, including the Tajik literature, can not develop without a connection with the literature of distant peoples. Myriad threads of literary relations from ancient times have strongly connected our literature with the literature of the peoples of neighboring countries. One of the strong threads of this relationship is translation. For example, the *Panchataptra* has been repeatedly translated into Persian and other languages.

In the Persian-Tajik literature, along with the translation of works from Eastern languages, there were gradually translations from European languages, which were mainly historical books. At the beginning of the 18th century, translation from Persian into other languages and from European languages into Persian flourished. It was at the beginning of the 19th century in Central Asia that translations of works by many European writers were published. However, most of these translations were done in Iran. On December 28, 1851, an institution called "Darulfunun" was established in Tehran, the staff of which was also engaged in the issue of literary translation. The institution published 162 books in a short period of time, most of which were literary translations. At the same time in Persian "Robinson Crusoe" by D. Deyobo, "Zhgal Blaz" by A. Lesage, Bernardin de San Pierre's "Hindu Hut", F.Fenelon' "Telemac", Moliere's plays, "The Count of Monte Cristo", and Alexandre Dumas's "Three Musketeers," a few stories by L.N. Tolsotoy, I.A. Krylov's parables and others were translated. The Tajik intelligentsia has benefited from these translations.

In 1909 A. Shakuri prepared a reading book for the second grade called "Jome-ul-hikayat" in which for the first time the translation of some stories of L. Tolstoy ("Altar and Glass", "Raven and Fox", etc.). Then in 1912 in the other. "Bukhara Sharif" has translated several more stories by L. Tolstoy published: "Elijah", "God or Satan?", "God sees the truth, but does not quickly discover", "Does man really need arable land?" and so on. The work of translation, including literary translation, gained momentum, especially after the revolution. First literary translations were published in the Tajik State Publishing House (founded in 1925). From 1926 to 1936, the publishing house published 10 titles of translated works of art, including works by L. Tolstoy

(the story "Polikushk", translated by A. Bektash, 1935), I. C. Turgenev (story "Mumu" translated by Faridun, 1936), A. P. Chekhov ("Stories", translated by J. Ikromi, 1936) and others. After that, artistic translation began to develop. Sadriddin Ayni with the translation of the novel by F. Duchenne "The Moon" contributed to the development of literary translation. Translations of S. Ulugzoda (Voinich's "The Bee"; second published under the name "Gurmagas" in 1982; R. Jalil, M. Qanoat (poetry of V. Mayakovsky), F. Muhammadiev (works of Ch. Aitmatov) and others have become bright pages in our literature. A group of writers such as Sobir, whose main occupation was literary translation, also translated works of Tajik poets and writers into Russian, the languages of the peoples of the former Soviet Union and abroad.

Many Western and Russian scholars and writers have commented on the theory of translation. B. G. Belinskiy, I. S. Turgenev, N. G. Chernishovskiy, H. A. Dobrolyubov made a great contribution to the development of the theory of translation.

The study of the history, theory and practice of literary translation in Tajikistan began mainly during the Soviet era. Sadriddin Aini's contribution in this regard is very big. Literary critics M. Shukurov, H. Shodikulov, 3. Mullojanova (and other translators H. Ahrori, R. Hashim, E. Mullokanov and others have written many articles on various issues of literary translation.

In the former Soviet Union, much attention was paid to the translation and publication of works by writers of the country and foreign writers, which, according to UNESCO in 1977, took first place in terms of the number of translated works (6937 copies).

Thus, translating or translating foreign works from one language to another requires skill, linguistics, skills and worldview. Translation is a very important responsibility. The translator must first have a thorough knowledge of the original language and also a good knowledge of the target language. A translator who does not know the original language knows how the legality of the language is preserved in his translations. One of the other duties of a translator is to avoid translating word-for-word (word-for-word) translation, which reduces both the meaning of the original text and the language of expression. Translators who translate word for word, they also bring destruction to the language.

In our opinion, the intellectual power of the translator should be on a par with the intellectual strength of the owner of the work. The translator must also have approximately the same level of knowledge and awareness of both languages. While such features are not found in translators, their translation work gradually interferes with the language.

Translation originated as a separate activity in ancient times, long before the advent of the script, when the first contacts were established between multilingual tribes. There is no accurate information on the development of this sector in ancient times.

The emergence of professional translators, the growing importance of translation activities can be attributed to the emergence of the first states in the ancient East and the establishment of various relations (in trade, politics, etc.) between them.

The profession of translation has always been of great importance, and today it has grown even more, because humanity has always needed communication, and communication between different nations is impossible without translation.

People's views on this profession are individual. People who have translated at least once value the profession and the work of a translator, and some equate it with knowledge of the language,

meaning that if a person knows the language, he can also translate, which is a big mistake. Not everyone who can speak other languages can translate.

Like any field, translation has its own ethics. The most important principle in translation ethics is that the translator must keep all information obtained during the translation confidential, and not give any material obtained to him / her during the translation without the written permission of the owner of the material.

The translation profession, like any other profession, has its own requirements. One of its main requirements is a high level of knowledge of the language from which it is translated or translated into it. In addition, the translator must know the structure of the target languages, otherwise it will be difficult to compose sentences in the languages used. The translator must be able to quickly understand what is being said and express it in another language, and at the same time the meaning of the original statement must not be lost in the translation.

The profession of translator requires an extremely high level of linguistic skills. In many cases a single word can either improve the relationship between the parties or vice versa. Therefore, the translator must be careful in choosing the right and appropriate words when translating. At a high level, it is important to understand all the nuances of both languages of translation, to master the experience of translation with all the rules.

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FEATURES OF COGNITIVE DISORDERS IN SCHIZOPHRENIA AND TREATMENT TACTICS

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ABSTRACT

Cognitive dysfunction is a core feature of schizophrenia. Deficits are moderate to severe across several domains, including attention, working memory, verbal learning and memory, and executive functions. These deficits pre-date the onset of frank psychosis and are stable throughout the course of the illness in most patients. Over the past decade, the focus on these deficits has increased dramatically with the recognition that they are consistently the best predictor of functional outcomes across outcome domains and patient samples. Recent treatment studies, both pharmacological and behavioral, suggest that cognitive deficits are malleable. Other research calls into question the meaningfulness of cognitive change in schizophrenia. In this article, we review cognitive deficits in schizophrenia and focus on their treatment and relationship to functional outcome.

KEYWORDS: *Schizophrenia, Cognitive Disorders, Social Maladaptation, Negative Symptoms, Treatment Tactics, Antipsychotics*

INTRODUCTION

Currently, the mental health of the population is in the center of attention of scientists around the world and is one of the priority areas of healthcare in the Republic of Uzbekistan. Today, the features of cognitive disorders and modern methods of treating patients with schizophrenia is an important medical and social problem. Early detection and timely medical intervention can reduce the risk of frequent exacerbations in the future and minimize the negative consequences of psychosis [2, 5, 6]. Cognitive impairment is observed in the vast majority of patients with a first psychotic episode [5,7]. The parameters of cognitive functioning are important indicators of the level of social functioning of patients with schizophrenia, regardless of their clinical status, and predetermine the social prognosis of the disease, the degree of labor and social maladaptation [1,3]. Cognitive indicators are important indicators of the functional state in patients with schizophrenia and predetermine the social prognosis of the disease, the degree of labor and social maladaptation of patients [6,8]. Recently, in domestic and foreign studies, there has been an increasing interest in a deeper and more detailed study of neurocognitive deficit, which, along with a deficit in basic cognitive functions, praxis, gnosis, and thinking [4]. Hneurocognitive deficit increases to a greater extent at the initial stages of the disease and social

consequences join them. The study of these disorders, diagnosis and treatment also, increasing the social competence of patients remains understudied.

Purpose of the study. To determine the features of cognitive disorders in different forms of schizophrenia and to develop modern methods of treatment for this category of patients.

Research objectives. The study of clinical and social factors and their significance in the assessment of cognitive disorders. To substantiate the correlation relationship of clinical and social factors in the diagnosis of the severity of cognitive disorders. To develop new directions of differentiated therapy and tactics for various manifestations of cognitive disorders, taking into account the dynamics of clinical and sociological parameters of the disease. Based on the results obtained, develop an algorithm for diagnosis and treatment, taking into account the severity of cognitive disorders.

Materials and research methods. The study included men and women aged 30 to 50 years with a disease duration of 10 ± 2 years or more, who met the ICD-10 diagnostic criteria for schizophrenia. Examined 176 patients with schizophrenia. The patients underwent general clinical and functional research methods. Cognitive function in patients was assessed by the Montreal scale (MMSE), which consists of 15 confirmations. For each patient, a questionnaire was filled out with the inclusion of socio-demographic indicators (sex, age, place of residence, education, marital status, employment / disability), anamnestic data.

Results and discussion. The patients were diagnosed according to ICD-10 Continuous schizophrenia, episodic schizophrenia with a progressive defect, episodic schizophrenia with a stable defect. The study included 176 patients, of which 60 received risperidone, 50 - quetiapine and 66 - olanzapine. Duration of observation - 6 months. In the main group, patients were prescribed AN (risperidone, quetiapine, olanzapine) + nootropics, in the control group, domestic antipsychotics were prescribed without nootropics. Cognitive function was assessed at the beginning and towards the end of the course of treatment. The dynamics of the state of cognitive functions, assessed by the performance of patients showed an improvement in the course of therapy in both groups.

TABLE 1 ASSESSMENT OF COGNITIVE FUNCTION BY THE MONTREAL SCALE (MMSE)

Degree of cognitive functioning	Schizophrenia continuous n=60		Episodic schizophrenia with progressive defect n=50		Episodic schizophrenia with stable defect n=66	
	Abs.	%	Abs.	%	Abs.	%
Mild cognitive impairment	25	41,7	nine	eighteen	eight	12.1
Moderate cognitive impairment	sixteen	26.7	thirteen	26	thirteen	19.7
mild dementia	ten	16.6	sixteen	32	eighteen	27.3
moderate dementia	nine	fifteen	12	24	23	34.8
severe dementia	-	-	-	-	4	6.1

Mild cognitive impairment prevailed in patients diagnosed with continuous schizophrenia and amounted to 41.7%. Moderate cognitive impairment and mild dementia met at 26% and 32% patients diagnosed with episodic schizophrenia growing defect, respectively. Severe cognitive impairment predominated in 6.1% patients with a diagnosis Schizophrenia episodic with stable defect. The interdependence and combination of internal (pathodynamic) and external (social-environmental) influences on the formation of the severity of cognitive disorders have been established.

Changes in the total mean group score on the MMSE scale were significant in the control group by the end compared to the baseline score, in the main group, a significant improvement was noted already after a month of therapy and persisted until the end of treatment. In 90% of patients, there was an improvement in the distribution of attention. The productivity of visual memory increased, but decreased: the volume of working memory from 7.8 to 7.2 words; stability - from 4.5 to 3.5 words with delayed reproduction, visual memory productivity - from 5.5 to 4.4 points. The ratio of types of dynamics at the same time shows that in half of the subjects, the level of implementation of the methods remained the same. During the first month of risperidone therapy, statistically significant positive dynamics of most cognitive functions was found, with the exception of auditory-speech memory, neurodynamics and voluntary regulation, which improved statistically significantly within 3 months. Non-verbal thinking improved statistically significantly only after 5 months of risperidone therapy. A comparative analysis of the dynamics of cognitive functioning in groups depending on the course of the disease showed that in the main group, changes in the examination results at the end of the course of treatment take a more favorable position in relation to most indicators, and reach a degree of statistical significance.

TABLE 2 CHARACTERISTICS OF THE COGNITIVE FUNCTIONING OF PATIENTS

Index of cognitive functioning	Schizophrenia continuous (n=60)			
	Main gr. (n=35) risperidone		Control gr. (n=25) haloperidol	
	Before treatment	After treatment	Before treatment	After treatment
Structural Ability	45.2±17.6	59.3±12.3	46.2±13.6	48.5±11.4
Short-term visual-motor memory	35.1±10.5	58.2±11.7	36.1±13.0	39.7±12.7
Long-term visual-motor memory	33.6±11.4	57.8±12.4	35.7±8.8	37.3±11.9
verbal memory	34.1±11.1	55.2±12.1	33.9±11.1	39.2±12.7
working memory	31.1±12.6	56.6±11.8	35.1±12.2	38.8±11.4
motor skills	45.8±13.4	56.3±12.6	43.5±11.7	46.2±11.8
fluency	34.2±11.8	58.5±14.4	33.0±13.5	39.6±12.8
Planning, problem-solving behavior	38.6±12.5	59.7±11.7	37.6±14.6	38.3±12.6

Violation of cognitive disorders in patients with schizophrenia depends on the clinical forms of the disease, the prevalence of negative or positive symptoms and the optimal ratio of psychopharmacotherapy. Despite the clinical stabilization of the mental state of patients, the features of their cognitive functioning were characterized by severe impairments. The survey results showed that 17.8% of patients with schizophrenia had a comprehensive assessment of cognitive functioning within the normal range.

In most cases, a decrease in the rate of working capacity and the development of a skill, as well as a decrease in working, auditory-speech and visual-motor memory, was found.

TABLE 3 CHARACTERISTICS OF THE COGNITIVE FUNCTIONING OF PATIENTS

Index of cognitive functioning	Episodic schizophrenia with progressive defect (n=50)			
	Main gr. (n=30)quetiapine		Control gr. (n=20) haloperidol	
	Before treatment	After treatment	Before treatment	After treatment
Structural Ability	46.1±17.1	54.6±12.1	43.1±13.0	46.5±11.1
Short-term visual-motor memory	36.1±7.8	56.3±13.3	35.2±13.6	39.4±12.2
Long-term visual-motor memory	33.8±11.7	55.5±12.5	34.1±13.0	38.3±11.5
verbal memory	36.4±14.3	53.7±12.5	35.7±8.8	39.7±10.8
working memory	33.8±12.7	52.6±11.6	34.9±11.1	40.3±11.7
motor skills	41.3±14.7	53.3±13.2	40.1±12.2	43.1±11.6
fluency	31.7±13.9	51.5±11.4	32.5±11.7	36.2±12.4
Planning, problem-solving behavior	32.1±11.3	52.7±11.3	33.0±13.5	37.2±12.1

An analysis of the relationship between clinical and psychopathological characteristics and features of cognitive functioning showed that patients with more pronounced residual positive symptoms during the remission period had a greater decrease in cognitive functioning, planning, short-term and long-term memory. Most patients with schizophrenia need reassurance and need help and assistance from healthcare professionals, family members, and friends. Family members caring for a patient have additional daily work and suffer from psychological pain and anxiety.

When treated with atypical antipsychotic drugs with the inclusion of nootropics, the indicators of cognitive functions significantly improved, the intensity of extra pyramidal side effects of antipsychotics decreased.

TABLE 4 CHARACTERISTICS OF THE COGNITIVE FUNCTIONING OF PATIENTS

Index of cognitive functioning	Episodic schizophrenia with stable defect (n=66)			
	Main gr. (n=34) olanzapine		Control gr. (n=32) haloperidol	
	Before treatment	After treatment	Before treatment	After treatment
Structural Ability	42.2±13.6	47.7±11.2	42.8±13.6	45.2±11.1
Short-term visual-motor memory	41.1±13.0	48.5±12.1	39.1±12.5	46.1±11.3
Long-term visual-motor memory	40.7±8.8	44.5±12.4	41.3±12.6	42.7±11.3
verbal memory	39.9±11.1	44.6±12.7	38.7±13.4	37.7±12.5
working memory	40.1±12.2	47.5±11.3	39.5±11.7	42.5±12.4
motor skills	39.5±11.7	52.3±11.4	40.7±11.6	44.5±12.1
fluency	41.2±13.5	47.2±12.2	39.4±12.2	43.0±11.5
Planning, problem-solving behavior	36.6±14.6	50.1±11.3	37.3±12.2	42.5±11.2

We studied the features of the assessment of cognitive disorders and in various clinical forms of the disease, the behavior of patients with various negative disorders. Atypical antipsychotics regulate and control the state of the psyche, blocking the occurrence of psychopathological

disorders. A faster and more pronounced positive dynamics of cognitive activity was observed in the main group of patients who received combined therapy with atypical antipsychotics and nootropics. To a greater extent, not only the manifestation of the disease, but also clinical and social factors play an important role in the development of cognitive impairment. A number of characteristic features of the influence of nootropic drugs on the dynamics of cognitive deficit in schizophrenia have been found. During therapy, all cognitive parameters, motor skills and executive function significantly changed in a positive direction.

Findings: Cognitive deficit is the main feature of schizophrenia, which leads to difficulty in adapting to daily life. Early diagnosis, treatment, family and social support of patients leads to increased cognitive function and improved quality of life. With the combined use of atypical neuroleptics and nootropic drugs, it positively affects cognitive functions and leads to significant, long-term and clinically significant improvements in cognitive functioning.

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PRIORITIES OF MENTAL AND PHYSICAL HEALTH PROBLEMS IN INTERNIST'S PRACTICE

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ABSTRACT

The article presents data on mental disorders that accompany the pathology of patients in somatic clinics. The clinical classification of mental and psychosomatic disorders in general medicine, despite the polymorphism of psychopathological and somatic manifestations, is represented by fairly well-defined forms of pathology.

KEYWORDS: *Psychosomatics, Somatic Pathology, Comorbidity, Anxiety, Depression.*

INTRODUCTION

Psychosomatic diseases are a group of diseases that are manifested by bodily suffering (that is, symptoms of diseases of the internal organs), but their main cause still lies in malfunctions of the nervous system. These include a whole range of gastrointestinal disorders (functional gastric dyspepsia and irritable bowel syndrome), fibromyalgia (a specific pain syndrome in the projection of the joints), hyperventilation syndrome (a feeling of lack of oxygen and the need for frequent breathing) and much more.

Concerns about one's health often occupy a central place in the patient's life, and sometimes begin to play an all-consuming role. Patients are very worried about their health and are often unusually sensitive to the side effects of drugs (A.V. Rodionov, 2018).

Regardless of the manifestations, the essence of a psychosomatic disorder is disproportionately intense or maladaptive thoughts, feelings, or behavior of the patient in response to symptoms. Symptoms or excessive anxiety about them cause severe discomfort or disrupt the patient's daily life. In some cases, overt depression may develop [1, 4, 5].

In recent years, depression has become one of the most urgent problems in medicine. Anxiety and depression are the most common (primary) and normal human emotional reactions to stressful events. Often they occur together, although phenomenologically and phylogenetically they are completely different phenomena. Anxiety reflects the state of increased readiness of the body (hyper-arousal) for a quick response to possible external stress factors; depression - a state of depression, oppression, often due to the realization of the hopelessness of the situation, disappointment and loss in life. Often, depression develops a second time, after a long state of

anxiety, supported by an unresolved stressful situation, and then depression does not allow the body to cope with stress, forming a vicious circle and aggravating the condition. Such emotional reactions (affects) should be distinguished from severe pathological conditions (diseases): depression and anxiety disorders [11, 15]. Anxiety disorders as a borderline mental pathology, as well as depression, are mostly observed in general medical practice, where they are not always recognized [2, 3, 7, 12, 13].

In addition, participating in the development of many somatic disorders (for example, hypertension, angina pectoris, myocardial infarction, cerebrovascular disorders, cancer, bronchial asthma, etc.), anxiety and depression significantly complicate their course and prognosis [Koenig H. G., 2011] .

Ensuring that GPs give equal priority to mental and physical health concerns and improve continuity of care can help uncover information about a patient's emotional issues. Facilitating access to psychological therapy can improve outcomes for both mental and physical health problems.

It is believed that in their normal practice the therapist encounters a patient with depression or an anxiety disorder at least once a day. According to data obtained on the American population, the risk of developing a major depressive episode during a lifetime is 17.3%, and an anxiety disorder is 24.5% [Kennedy G.J. et al., 2015], a large-scale European study - 14.4% and 16%, respectively [Hemingway H., Marmot M., 1999]. At the same time, depression is detected in almost 60% of patients with anxiety disorders.

A high prevalence of mental pathology was noted both among the contingent of polyclinic institutions and multidisciplinary hospitals, where mental disorders are mainly represented by outpatient "neurotic" forms, among which somatized anxiety-depressive disorders predominate. This situation indicates the relevance of creating an effective system of specialized care for this category of patients.

The National Institute for Health and Care Excellence (NICE) recommends that clinicians assess mood in the context of an annual review. Whether this should occur in primary or secondary care, or how mood should be assessed, is not specified.

Despite NICE guidelines promoting the annual review of RA, evidence suggests that care for patients with RA is fragmented. A recent national general practice study found that annual primary health care RA reviews focus on cardiovascular disease (CVD) and osteoporosis screening, leading to duplication of some tests while other key elements such as case detection of anxiety and depression are absent.

The NICE Guidelines for Detecting Depression in Adults with Chronic Physical Health Problems suggest that the most sensitive tools for case detection are the General Health Questionnaire (GHQ-28) and the two-part questions of the Patient Health Questionnaire (PHQ-9). . , and questions with two bases (generalized anxiety disorder scale (GAD) -2 and PHQ-2) are popular due to their ease of use [14, 17].

There is evidence that psychological interventions in RA are effective in managing anxiety, depression, and pain. Self-management interventions to support patients to self-manage aspects of their RA have also been found to have a positive impact on pain and well-being. Because RA is associated with an increased prevalence of anxiety and depression, and because case finding

questions are useful screening tools in other CSNs, further research is needed to identify barriers and factors that contribute to disclosure.

One of the tasks of recent research in the field of somatopsychiatry is to create an effective method for predicting anxiety and depressive disorders both at an early stage of the post-infarction period and later, and, as a result, preventing the development of complications, a more comprehensive assessment of dynamic changes in the level of depression during therapy, and consequently, the effectiveness of therapy, as well as predicting the possible recurrence of the course of depressive disorders in the future, in addition, as a result of the implementation of this method, it was possible to judge the outcome of myocardial infarction.

Psychosomatic concepts in somatic clinics not only attract more and more attention of researchers, but also find practical application, are associated with a number of organizational measures. First of all, we are talking about creating models for optimizing specialized (psychiatric) care for patients with pathology of internal organs. Of paramount importance is the organization of consultative psychiatric care that meets modern requirements, the training of psychiatrists specializing in the field of psychosomatics, as well as the development of educational programs in clinical psychiatry and psychopharmacological therapy for cardiologists, cardiac surgeons and other specialists. Difficulties in organizing qualified medical care for patients with mental disorders in general somatic institutions are associated with the limited professional contacts between doctors of somatic institutions and specialists from psychiatric clinics and dispensaries, as well as the negative, distrustful attitude towards psychiatry among the population, associated primarily with the fear of stigmatization [Lyusov V.A., Volov N.A., 2010] [5, 6].

There are relationships between depressive disorders and coronary artery disease. In particular, the presence of depression significantly impairs compliance with cardiovascular disease therapy, reduces the quality of life and social adaptation, affects the course of the disease in the post-infarction period, and leads to earlier and increased mortality [Glassman A., Shapiro P., 1998]. In medical practice, comorbidity of depressive disorders and coronary artery disease are not uncommon. Patients with depressive disorders have a high risk of developing CHD and, conversely, patients with CHD have an increased risk of developing depressive disorders. Unfortunately, the pathogenetic patterns of the relationship between depression and coronary artery disease have not been sufficiently studied [1, 3, 8, 9].

These ratios can be described as a kind of "reciprocal": mild and moderate depression, especially the initial stages of a developing depressive episode, are accompanied by an increase in the risk of such life-threatening complications of a vascular disease as a hypertensive crisis, myocardial infarction, and stroke. With deep depressions with a typical, classic triad of affective, somatovegetative and motivational-volitional manifestations, the risk of developing these complications is reduced. This is well known in psychiatry. It is to such combinations of mental and somatic pathology that the concept of "psychosomatic balancing" introduced by French researchers is particularly applicable. The essence of psychosomatic balancing lies in the fact that the severity of one disease implies a decrease in the severity of the clinical manifestations of another. For example, an increase in the severity of depression smooth out the manifestations of hypertension, reduces the likelihood of a sharp increase in blood pressure, and, on the contrary, gross dycirculatory disorders can reduce the severity of a depressive mood shift and related experiences. At the same time, at the stages of depressive syndrome reduction, the risk of these

complications of a somatic (vascular) disease may increase again, which requires special attention to the patient's somatic condition upon completion of active therapy for depression. These complex relationships between depression and vascular pathology seem to reflect regular changes in physiological reactivity inherent in the dynamics of depression [10, 14].

Significantly different manifestations of reactivity in its various forms - emotional, vegetative, immunological, neurophysiological - are characteristic of different stages of depression. Thus, the initial stages of the development of depression are accompanied by a general increase in reactivity from the emotional (hypothymic pole) and vegetative instability, including fluctuations in blood pressure, increased sensitivity to various external influences. On the contrary, the development of a pronounced depressive syndrome is accompanied by a decrease in reactivity - blocking or smoothing out reactions to external influences of a psychological and biological nature: a relatively stable structure of depression is formed, "closed" to external influences. At the stages of the reverse development of depression, i.e. reduction of its main manifestations, signs of emotional and vegetative instability, state fluctuations and its dependence on external influences are again found. These are both prognostically positive signs of an emerging recovery and signs of staged reactivity labilization, fraught with the risk of complications in the presence of vascular pathology. These features of depression must be taken into account in order to develop consistent therapeutic tactics [11, 12].

The data obtained as a result of recent studies allow us to improve treatment and rehabilitation measures for patients with somatic pathology, with depressive disorders, which will help optimize the provision of assistance by psychiatrists, cardiologists, as well as the prevention of mental disorders in this category of patients.

Integration in the work of doctors of various fields is possible using the theoretical and practical results of various studies in the field of somatopsychiatry and psychosomatics. The development of educational programs in clinical psychiatry and psychopharmacological therapy contributes to a better and more targeted monitoring of the clinical picture, the course of the disease, an adequate selection of systematic supportive therapy through the implementation of continuity in solving clinical and social issues in the management of patients with pathology of internal organs. General practitioners should give equal attention to mental and physical health issues in order to facilitate identification of suffering. Allowing time during individual visits and encouraging follow-up with the same GP to support continuity of care can be an integral part of disclosing mental health issues.

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SPEECH ACTS IN MODERN LINGUISTICS

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ABSTRACT

The article discusses theory of speech acts in modern linguistics, the main characteristics of a speech act, which are distinguished by researchers according to various linguistic concepts. Another important point is emphasized in the article by A. Davison: there are sentences in the logical structure of which quantifier words and adverbial phrases modify the indicator of illocutionary force. Speaking, we choose one of the forms: statement, question, generalization or clarification, repetition or addition of a new one. In today's linguistics, attempts to improve this theory are made in the following directions: go beyond the boundaries of a single speech act, connect it with other units of communication in such a way that a complete picture of live communication is obtained with its turns, failures, corrections, improvements in style.

KEYWORDS: *Speech, Interlocutor, Main Characteristics Of A Speech Act, Modern Linguistics*

INTRODUCTION

Speech act, the minimum unit of speech activity, singled out and studied in the theory of speech acts - a doctrine that is the most important part of linguistic pragmatics.

One of the provisions of the theory of speech acts is that the minimum unit of human communication is not a sentence or statement, but "the implementation of a certain type of act, such as a statement, a question, an order, a description, an explanation, an apology, gratitude, congratulations, etc. "

This attitude turned out to be consonant with those views in modern linguistics, which are characterized by the desire to go beyond the sentence, to expand the scope of linguistic analysis [6, 41]. Such an expansion of the research outlook is not an end in itself, but a means of "unloading" the semantic description of the sentence and text, removing from it some components of the general communicative order.

Discussion:

Linguists pin the following hopes on the theory of speech acts:

- 1) Go beyond the material processed by purely linguistic methods, but at the same time try to develop a sufficiently reliable toolkit;
- 2) Explain and describe the strategies of speech impact based on the atomic concepts of this theory;

3) extend the “principle of compositionality of G. Frege” to the area of speech interaction; that is, to establish such structures and rules for their transformation, which would allow, based on the interpretation of the constituent parts of verbal communication, to obtain - in a "compositional way" - an interpretation of the whole;

4) Explain and formally show how some apparently independent statements form a coherent context;

5) explain the relationship between the clarity of expression and the effectiveness of the impact; these notions of rhetoric link the "transparency" of the embodiment of illocution to the perlocutionary effect; the theory of speech acts could give recommendations on how to achieve "fail-safe" achievement of rhetorical goals;

6) get taxonomy of speech means and a metalanguage for a lexicographic description; for example, when describing verbs of speech, it is convenient to use the conceptual apparatus of the theory of speech acts;

7) to include in the scope of the theory of pragmatics communicative intentions, psychological and behavioral reactions, usually inherent in the recipient in the course of communication; explore the social consequences of acts of communication in terms of relations of social dependence and equivalence;

8) deepen the theory of paraphrases, taking into account not only purely logical relationships between sentences that are close in meaning, but also the communicative properties of such sentences;

9) establish relations between the repertoire of acts of utterance in a particular language, on the one hand, and illocutionary acts of a universal nature, on the other;

10) Include units larger than a sentence within the scope of truth semantics, assuming that the denotation of a message is the function performed by the statement; the meaning of this function is determined, in turn, by the elements of the situation and the form of the utterance (such is the premise of the "message denotation" model).

Within the framework of the general linguistic approach to the theory of speech acts, two disciplines can be distinguished: the actual theory of speech acts (analysis, classification and establishing the relationship between speech acts, regardless of speech means) and "analysis of speech acts", or linguistic analysis of speech (establishing a correspondence between speech acts and units of speech). Within the framework of the first discipline, the question of how the goals and intentions are realizable in a particular communication is not significant. For the second discipline, the linguistic material is the starting point; this is where linguistics sees its field of study.

Researchers in the concept of a speech act emphasize various points that are essential for linguistics. Thus, M. Halliday considers a speech act as a choice of one of the many intertwined alternatives that form the "semantic potential" of the language. Speaking, we choose one of the forms: statement, question, generalization or clarification, repetition or addition of a new one. In other words, as opposed to looking at language as a set of rules or formal prescriptions, here the concept of language is proposed as a set of choices that individuals can evaluate in different ways. It is in this sense that a speech act is associated with “speech planning” and is a complex

entity in which cognitive and other functions are combined with interpersonal ones, with a certain specific weight of these functions in a particular situation[4,135].

Let's give a short list of the main characteristics of a speech act, which are distinguished by M. Halliday according to various linguistic concepts:

- 1) The conditions for the success of a speech act are laid down in the fact that within the framework of a sentence it is customary to refer to a modus - this is the corresponding component of the sentence, its performative part;
- 2) A speech act is an elementary unit of speech, a sequence of linguistic expressions uttered by one speaker, acceptable and understandable to at least one of the many other native speakers;
- 3) A speech act is the final act in a series of other actions; different is the degree to which the speech act is universal; universal and socially conditioned speech acts are opposed; an example of the former is a statement; an example of the second is the question of the presence of children, which in a number of African tribes is used as a simple greeting;
- 4) The universal properties of the speech act are opposed to those that are specific to a particular language: perlocutions are always universal, and illocutions are both universal and specific (they are presented in different ways - in a different set - in different languages). This allows us to designate a new aspect in the problem of studying linguistic universals;
- 5) A speech act can be either larger than a sentence (statement) or smaller than it, that is, it can be an integral part of a sentence; thus, a nominal phrase can be represented (although this is not done in the classical theory of a speech act) as a speech act of description, more or less successful;
- 6) The speech act connects non-verbal and verbal behavior;
- 7) The speech act, considered as the surface structure of the sentence, is not derived from "hidden" structures, but is the immediate reality of speech with its textual connections and with the rules for the use of language units specified within the framework of grammar;
- 8) The speech act allows you to distinguish between text and subtext;
- 9) The speech act is associated with the concept of "frame" or "framework" in some concepts of modeling speech activity: this refers to the "ritual" sequences of the speech act, interpreted on the basis of knowledge about the world and involving metaconditions for their interpretation (associated with the establishment of the context of which frame we are currently in, that is, with the choice of frame), as well as based on the previous, present or future (expected) actions of the communicants;
- 10) A typical task of a speech act is to influence the addressee's thoughts when he interprets the speaker's statement. At the same time, the general properties of the speech act are the properties of the cooperative conscious and intelligent interaction of several subjects. All this makes it possible to define the concept of the relevance and acceptability of speech at the macro level, which is not covered by the grammar of a single sentence;
- 11) The speech act includes in the grammatical description, the pragmatic concepts of the context and the role of the speaker and the addressee, which lie within the conventions and norms of a particular society. The latter determine which variant of expression is preferable for a given speech act;

12) the understanding of the sentence in which the speech act is realized is connected with the process of deductive inference in everyday thinking, which in a new way raises the question of the correlation of the grammar (and norms) of the language, on the one hand, and thinking, on the other;

13) One cannot speak of understanding a sentence only in its literal meaning: it is necessary to establish the purpose of the speech act. Therefore, the identification of the illocutionary power of the sentence is included in the description of the language;

14) A speech act connects a sentence with an utterance.

Another important point is emphasized in the article by A. Davison: there are sentences in the logical structure of which quantifier words and adverbial phrases modify the indicator of illocutionary force. This implies that the pragmatic and syntactic approaches to speech acts are closely intertwined. The phenomenon of the so-called "modalized speech acts" apparently also testifies to this. In other words, grammar must implicitly include the theory of speech acts.

Analysis:

In today's linguistics, attempts to improve this theory are made in the following directions: go beyond the boundaries of a single speech act, connect it with other units of communication in such a way that a complete picture of live communication is obtained with its turns, failures, corrections, improvements in style. As is sometimes pointed out in this connection, the context in this theory is nothing more than a "possible context", and the truly creative aspect of language activity in its everyday manifestation remains obscured; eliminate the gap between the intentions and means of expression accepted in this society. Otherwise, the meaning of the speech action is unclear. However, in today's theory of speech acts, it is possible to reveal only the properties of the logical-syntactic representation of a speech action, and not real speech actions; to reflect in theory the fact that the syntactic and semantic properties of a sentence as a unit of language alone (that is, the properties of a "pseudo-sentence") outside of speech cannot determine the usability of a particular sentence in a specific form of a speech act. Otherwise, the conditions for the adequate use of the sentence will, contrary to the initial assumptions of this theory, be unique for each specific sentence, and not typical; it is necessary to clarify the initial concepts; otherwise, during the transition of the theory of speech acts from deductive reasoning to the analysis of specific material (for example, in literary analysis), the following happens: terms and basic concepts begin to be used so approximately that they lose their strict meaning. As a result, all terminology and theoretical apparatus can be perceived simply as another way of metaphorically defining phenomena; take into account not only the intentions and opinions of the speaker, but also the nature of verbal communication, which mainly depends on the relationship and interaction between the speaker and the listener.

CONCLUSION:

There are other directions of criticism of this theory - both constructive and destructive. D. Frank gives an interesting systematization of the directions of this criticism. It should be born in mind that in his book D. Frank uses this systematization to build an improved concept in which the dialogical properties of speech are involved in the description of grammar.

So, many of the shortcomings of the modern theory of speech acts can be explained by its incompleteness and ongoing development. The prospects for the application of the theory of

speech acts, as shown above, are very diverse, so its importance for linguistics today should not be underestimated.

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SEMANTICS OF KONGILCORE PHRASEMES

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ABSTRACT

The scientific ideas on the structural-semantic core, which are significant in the semantic construction of phraseology, are described in this article. It is shown the role of the semantic core in the construction of phraseologies, as well as the process of semantic activation in the lexeme, which acts as a semantic core. The concepts are derived from a study of the fundamental phraseology.

KEYWORDS: *Phrase, Semema, Sema, Semantic Core, Base Component, Indefinite Component, Grammatical Base Component.*

INTRODUCTION

It is possible to establish the number, degree, and absolute frequency of components of Uzbek phraseology based on Academician V. Vinogradov's opinion that "phraseology is a combination of language elements and a communication unit with a distinctive semantic feature." The laws of their interaction are based on the grammatical structure of the language and the distributive relationships of word-components, because the structure of expressions is based on the grammatical structure of the language and the distributive relationships of word-components.

When it comes to the structure of phrasemes, A. Mamatov points out that some lexemes are involved in the formation of only one phraseological unit (Do not count your chickens before they are hatched, falling watermelons from the armpits), while others, such as somatic, zoonymic, and action lexemes, are focused on the fact that they are involved as a component in the formation of one to one hundred and more phraseologisms, and such words, which are involved as a component.¹ Active lexemes play a key part in the semantic development of phrases, as well as determining their shape. In phraseological study, terminology like "semantic base component" and "semantic non-base component" are utilized.² A structural-semantic core is what we've decided to name a lexeme, which is a semantic basic component in the creation of many phrases. The creation of phraseological units based on a single structural-semantic core, in our opinion, is attributable to the polysemantic character of the semantic base word in them, or the breadth of semantic content in the same lexeme. Due to the activation of distinct semantics in the lexeme chosen as the core, a structural-semantic core phraseology belonging to different semantic groups can be produced throughout the process of assessing the state and situation of the language owner.

When we look at the phraseological fund, we can see that there are tens or hundreds of phrases based on a single structural-semantic core that correspond to several micro-areas. The semantic

core's particular semantic systems and their lexical-semantic valence form a phraseological sequence in some places. The semantic system of expressions, as well as the evolution of figurative meanings, are determined by the spiritual aspects of semantic cores. In phraseology, semantic basis lexemes are not isolated from the meaning of free conjugation, but are linked to it by complicated components. This entails a transformation of the primary meaning systems.

Of course, in the construction of any compound as a phraseology and the acquisition of a unified meaning, the role of the word, which enters into a grammatical relationship with the semantic base component, is equally critical. The lexemes that make up a component lexeme are considered active. Verb phrases were frequently recorded in texts from the second half of the 14th century, which can be linked to the nature of phraseology development and the grammatical peculiarities of Turkic languages. "However, the semantic base of the lexeme is vital in the development of a phrase, as it forms the semantic side of the phrase."³

Phrasemes containing the core of the *heart, eyes, hands, mouth, and feet* are actively found in sources from the second half of the 14th century. This, we assume, is owing to the lexemes' polysemantic nature and the fact that they have always been active. It's also worth noting that the sources' most prevalent and active usage of emotive terms.

Although the word *Koñül* is synonymous with the units of language, heart, and soul, it is actually semantically different from the breadth of the plan of expression. The heart is a unit of the oldest lexical layer in the Turkic language, formed by adding the suffix *-ol* to the verb *kon*. The lexeme means "*the world of human emotions*", this noun in ancient Turkic means "*give in to emotions*". M.Kashgari adds to this lexeme: "Koñül is the heart, the intellect, the mind. *Koñüllik* er that's the decent thing to do, and it should end there." The author's *divan* also contains *kongil* lexeme phraseologies. For example, *Izimni ök ärmän, bilikni iygärmän, Koñülni tügärmän, üerdäm üzä türlünür*. (283) The phrase *Koñülni tügärmän* in this verse appears in the 14th form in the form of **kongul boglamoq (to be in love)**.

Folklore plays an important role in the development of the word "*Koñül*" as an image in fiction. The word "*Koñül*", which passed from folklore to written literature, was initially interpreted as an image of pain and sincerity, dreams and desires, trust and hope, but later deepened. The widespread application of mystical ideas to classical literature has led to the expansion of the attitude to the word of the *kongil*, which is one of the main terms of mysticism in the works, which in turn has led to the widespread use of emotional artistic means *kongil* in classical literature, led to the activation of *ko'ngil* core phraseologisms.

The following is an analysis of the core phrases used in the works "*Mukhabbatnoma*", "*Guliston bit-turkiy*", "*Sukhayl and Guldursun*", which were created in the second half of the XIV century. In 46 of the phraseologies encountered in the sources, the lexeme of the *kongil* is involved as a semantic base component, which is about 13% of the total phraseological units. In 41 phrases, the grammatical base component was the verb series, while in 5 phrasemes, the noun was the grammatical base component. Structurally, phrases are mainly two-component, with 21 phrases in the noun + verb, 18 in the noun + noun + verb, and 2 phrases in the noun + noun + noun + verb.

The main part of these units, along with the restoration of the concept of "man" in the image, depicts the situation in the inner world of the person, in the spiritual world in a different way. For

example, in the phraseology of *kongullar ranjur qilmoq*, *konglin ozor qilmoq*, *konglun og'ritmoq*, *konglin yiqmoq* the meaning of "hurting, offending" is reflected.

However, in the phrase *ko'ngullar ranjur qilmoq* the initial stage of "upset" (slightly), in the phrase *ko'nglin ozor qilmoq* is higher (stronger than before), in the phrase *ko'nglun og'ritmoq* the highest stage, and in the phrase *ko'nglin yiqmoq* the most the higher stage is understood, in which the emotion in the text helps to give a clearer, deeper understanding of the image of the protagonist and action in the mind of the reader by conveying the emotion in a dimensional way. However, it is impossible to convey such a spiritual subtlety through words, and phraseological units are an active lexical layer of speech.

A. Mamatov groups the formation of phraseological meaning according to three features: 1) the formation of phraseological meaning on the basis of copying phrases and sentences. This allows free connections and sentences to be copied using different tropes, creating a new phraseological meaning that is not specific to a free compound. 2) to form a phraseological meaning on the basis of the logic of lexemes. (*zararlanmoq*- *zarar ko'rmoq*(to be hurt), *g'azablanmoq*-*g'azabi kelmoq*(to be angry)). 3) to form a phraseological meaning on the basis of spontaneity. That is, the emergence of phraseology without internal or external influences. Phrases of this series are formed on the basis of linguistic and non-linguistic factors in order to express a concept figuratively. ⁴In the sources, all *kongil* core phraseologies are formed spontaneously and are not used in the form of a free compound, but only as a phraseology. Phrases of a spontaneous nature with a *kongil* core are partially semantically reconstructed, in which the phraseological meaning is based on the semantic metaphorical meaning of the nonverbal word. Such phraseological units should also be distinguished from similar, diagnostic combinations in lyrical works. For example: in the byte *Bo'loli aysh-u ishrat peshalardin, Qutulsun ko'nglumiz andeshalardin*. (M.)

the word *kongil* is animated based on the diagnosis and is freely associated with the verb to be saved. Since the compound is used in its own sense and does not have a phraseological meaning, the conjunction *ko'ngli qutulmoq* cannot be a phrase.

The word *kongil* means *feeling, place, position, and in the figurative sense it means soul, chest, belly, heart, conscience, mood, desire, wish, aspiration, action, inclination, emotion, love, sorrow, consent, conscience, consciousness, thought, memory, dream, confidence, joy, pleasure, courage, bravery, pride, beauty, freedom, liberty* meanings⁵ have led to the formation of emotional phraseologies that combine into several semantic groups.

1. The sources use the core phraseology of the heart, formed on the basis of the activation of desire, which, in addition to the formation of semantic graduonymy, also served to reveal the lexical possibilities of the old Uzbek language. For example: the lowest level of inclination expressed in the phrase *ko'ngli bo'lmoq* (*Dushman bilan sulh etarg'a ko'nglung bo'lsa, Ul so'ksa qafodor qil yuzina tahsin. GT*) and in this case meant a motionless desire. Medium level of inclination (low to high) is expressed by the phrase *ko'ngli tortmoq* (*Kishining poklarg'a ko'ngli tortar, Husn xudpok domanliqtin ortar. M.*) and the mood is expressed in a moving way. The phrase, which occurs with and without divisions *ko'ngli tilamoq/ ko'ngul tilamas* (*Nani ko'nglung tilasa, bor ani qil, Vafosiz dilrabosen, ey beli qil. GT*), expresses the highest level of

desire, and this tendency is reflected throughout the body. All three phrases occur in today's speech without lexical change.

Phrase *ko'nglunda hikmat o'turmas* (there is no wisdom in his heart) without division (*O'turmas johil er ko'nglunda hikmat, Nechukkim tosh uza ursa temur mix. GT.*) is one of the historical phrases used in the sources to describe a person who is reluctant to learn.

2. From the activation of the semantics of inclination came the phrase *Ko'ngliga otash tashlamoq* (To set fire to the heart) (*G'azoldek silkinib qochti parivash, Suhayl ko'ngliga tashlab katta otash.SG.*), which in memoirs means to win the heart of a lover with its beauty. The phrase *ko'nglin sayd etmoq* "to please the heart" (*To'rtinchisi, xushovoz kerakkim, dovudiy nag'ma bilan uchar qushni, oqar suvni tiyg'ay dag'i ul bu fazilat bilan xaloyiq ko'nglin sayd eta bilgay.*) differs from the above phrase in terms of content, and includes the subtlety of the meaning of inclination, trying to please, as well as subduing. The phrase *ko'ngulga xush kelmoq* (*Har nima kim ko'ngulga xush kelsa, ko'zga ko'rkli ko'runur*) "welcome to the heart" in the sources means to like, to please. The phrase *ko'ngul yob qilmoq*, *ko'nglin topmoq* "please" in the sources is synonymous, and the phrase *ko'ngul yobqilmoq* (*Yetkanincha kuchung ko'ngul yobqil, Kim xaloyiq senga duo qilg'ay.*) differs from its synonym in that it has a historical connotation today and it means *to win the heart, to win the love, by inclining*. The phrase "to please" *ko'nglin topmoq* (*Kerakli do'st ko'nglin topmoq uchun Otasi bog'ini sotsa ravodur. GT.*) also refers to the semantics of inclining to oneself with actions in accordance with *one's desires*, and is still active in the same sense today.
3. Phraseologisms formed as a result of the activation of the sema of joy and embodying a situation that differs from each other in the subtlety of meaning are also active in the sources. For example, *to express the sense of being happy*. If the phrase *ko'ngulshod bo'lmoq* (*Ey bulbuli gulshani ma'oni, So'zung eshitib ko'ngul bo'lur shod.GT.*), *ko'ngul shodmon bo'lmoq* (*Jon qachon bo'lg'ay Gulistondin malul, Chun ko'rujak shodmon bo'lur ko'ngul. GT*) is used, there are phrases like *ko'nglin xush etmoq*/*Ko'ngul xush etmoq* (*...avvalgi muallimning ko'nglin xush etib, burung'i yerina kechurub tururlar. GT*) "to please". In the sense of rejoicing the phrase "entertain" *ko'ngul ochmoq* (*Chiqib chohdin uzoqlarg'a qochaylik, Bu yerda ag'lamay ko'ngil ochaylik.SG.*) is used and is still active in the current phraseological fund. The phrase *Ko'ngulda zarra g'am yo'q* "there is not the slightest sorrow in the heart" means carefree, happy (*Ishtatda o'zum, ko'ngulda zarra g'am yo'q*), and instead of adjective, it serves as a noun-predicate. All of the above phrases are characterized by an artistic style and are often used in our fiction as well.
4. A group of phrases that express a change in mood for the negative is formed on the basis of the activation of the sema of sadness, the phrase *Ko'ngullar ranjur qilmoq*, *Ko'nglin ozor qilmoq*, *ko'nglin yiqmoq*, *ko'nglun og'ritmoq*, which means to offend, reflects in the text some degree of enthusiasm that results from an external influence, and these units are still active in our language today. In this sense, the phrase *ko'nglun malul qilmoq* (*Malul qilma yasar orif er kishi ko'nglun, GT.*) is obsolete and no longer relevant. The phrase *ko'ngli kuymoq* (*Kuyar ko'nglum saboning ul ishindin, Nechukkim kuysa xirmanlar yashindin. M.*), *ko'ngli og'rimoq* (*The sultan was saddened and shed tears when he heard this... GT*) "heartburn", which is actively used in the sources to express resentment, is used in the same sense in modern Uzbek. The phrase *Ko'ngilga malol kelturmoq* (*Ul qora dev*

chehrali qulning Keturur surati ko'ngilga malol. GT.), *g'azablanmoq* "to boil the blood of the soul," which means "to grieve," which expresses the meaning of resentment, is structurally reshaped by the lexeme in some dialects is consumed in the form of *malol kelmoq, qoni qaynamoq*. For example: *Do'stining tashrifi bizga malol keldi (We're tired of his friend's visit)*. This phrase, along with the meanings of *og'rinmoq, xafa qilmoq, og'irlik qilmoq* (pain, resentment, and heaviness), also expresses the nuances of *yoqtirmaslik* (dislike), a meaning that is only evident in the context.

The phrase *ko'ngli tor* "narrow-minded" used instead of adjectives is a polysemantic phrase, and in the sources it is found in both sad, eloquent *xafa, dilgir (Ko'nglum tor edi, ul sababdankim, boshmoqim yo'q, yalin oyoq edim. GT.)*, and capricious senses *fe'li tor, injiq (Ko'ngli tor bo'lub chiqti.)*. But over time, the semantics of the phrase changed, and in modern literary language it has acquired the following content: "1) anxious, worry about everything; angry; 2) greedy, stingy"⁶. However, in the dialects, the verb of this phrase is *capricious*. The phrase *Ko'ngul xasta bo'lmoq (Necha manglasang, ul karih un bilan Bo'lur xasta, lo-shak eshitkan ko'ngul. GT.)*, *ko'ngli qorarmoq (Qur'on o'qusa, eshitganlarning ko'ngli qorarur edi. GT)* "to be mentally ill" was synonymous in context and served to reveal the psyche of the person suffering from the unpleasant sound in the sources. (We know that views similar to this image are found in Navoi's *Mahbub ul-Qulub*, in which a person who is ugly and has an unpleasant voice is like a donkey.) Although the lexemes in this phraseological unit are actively used in speech, they are obsolete. This can be attributed to the negative tones of these phraseological units that affect the personality. Because whether a sound is pleasant or unpleasant is an independent process, phraseological units formed in the early days of language without regard to such features have historically been the result of a change in society's view of the human concept. However, in some layers of dialects, as well as in street speech, there are few phrases that are formed to refer to the physiological shortcomings of man. For example, the phrase *ko'ngli xasta bo'lmoq* "to be mentally ill" also occurs in some dialects in the form of *being sick* with a lexical reshaping, and the speaker uses it in his speech when he encounters a situation that does not fit his nature: *Therefore, when I hear an unpleasant sound, I will be sick.*

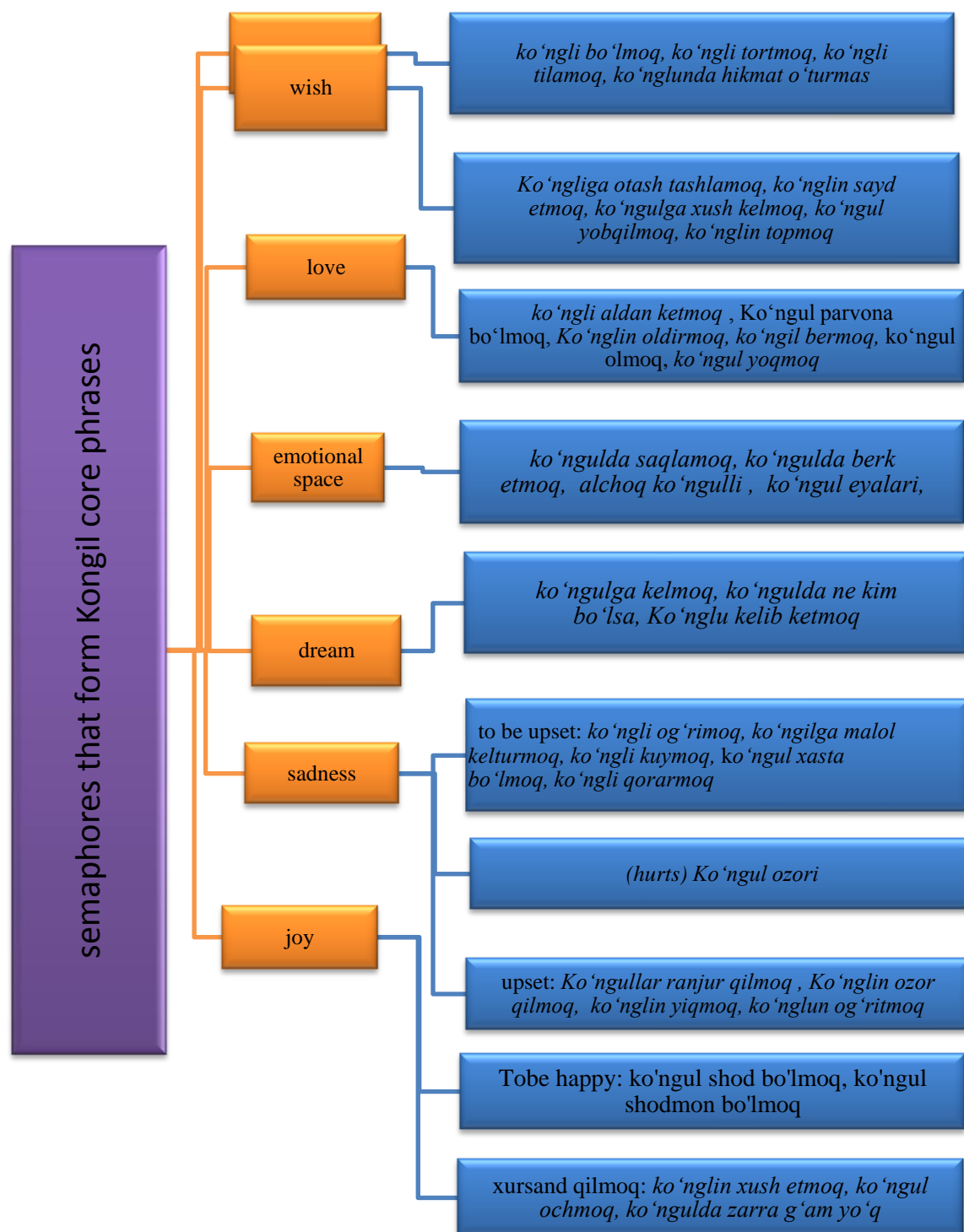
5. In phraseology, the concept of love is mainly associated with the lexeme of the heart. In many cases, the word "kongil" is associated with love in many experiments. In turn, in most of the phrases that represent the semantic group of love in the sources, the word heart has served as a structural-semantic basis, which differs from each other in its semantic plan. For example, in the works, the state of falling in love is called *'ngli aldan ketmoq (Bir kimersaning ko'ngli aldan ketib dag'i jon tarkin urub, nazari halokat yerina tushub turar edi. GT)* represented by archaic phrases such as *Ko'ngul parvona bo'lmoq (Bo'yun sundum bu yo'lda ming balog'a, Ko'ngul parvona bo'ldi ul yulog'a. M)* and thus the phraseological repetition of the text, as well as the ability to express one emotion at different levels. The phrase *Ko'nglin oldirmoq (Ko'nglin anga oldirib, ko'b turli malomatlarga rozi bo'lub aytur edi. GT)*, *ko'ngil bermoq, ko'ngul bog'lamoq* has been actively used in sources with the same meaning and is present in the current phraseological layer. In sources, the infinitive form of the verb to love is used with the phrase *ko'ngul oldirmaslik (Berur bu fitna ko'z elga ko'ngulni, Ko'zung yum to ko'ngul oldurmag'aysan.)* "not to be disappointed," while the sema of *mehr bermaslik* "not giving mercy" is represented by phraseological units such as *Ko'ngulni bog'lamaslik (Ko'ngulni bog'lama bir yerga zinhor, Yana mushkildur andan olmoq, ey yor.)* "not to bind."

There is now an expansion of meaning in the semantics of this phraseological unit, and in ADUL 1) to please. 2) It means to win someone's love, to arouse self-love, to subdue⁷, and *moyil qilmoq* "to incline" in oral speech.

The state of a lover suffering from love is expressed by the phrase *ko'ngul yoqmoq* (*O'fqa bila ul qiyo boqishin ko'runguz, Bu ishva bilan ko'ngul yoqishin ko'runguz. GT*), which means to torment the lover spiritually with pleasure. The phrase has been actively used in all three sources to reflect the contrast between the lover and the lover.

6. As a result of the activation of the imaginary sema in the lexeme of the *kongil*, several phrases are formed, from which the phrase *ko'ngulga kelmoq/ ko'nglima kelmoq* (*Kelib ko'nglima Majnun, Layli yodi /Gelib Guldursun ko'nglina bu so'zlar. SG*) "to come to mind" means to think, both units are active in our speech with small changes, reflecting the meaning of the phrase *ko'ngulda ne kim bo'lsa* (*Har kim jondan al yuv'gan, ne kim ko'ngulda bo'lsa, tilina keturgay*) "what is in the heart" is what one thinks. The archaic phrase *Ko'nglu kelib ketmoq* (*Bir yerda degul kelib ketadur ko'nglung, Xilvatda aning uchun safo topmassan.*) means to be distracted, to be distracted, to be mentally deranged, and this unity is no longer found in speech.
7. If the phrase *ko'ngulda saqlamoq* (*Siringni ko'ngulda saqlag'il bek, Mushfiq senga yo'q jahonda sentek.*) "to keep in mind", formed as a result of the perception of the mind as a space of emotions, still belongs to the active layer, the phrase *ko'ngulda berk etmoq* (*Yo'lungda dinu donish tark etibman, Bu mehringni ko'ngulda berk etibman.*) "to hide in the heart" has become historical, with both units meaning to keep a secret. The phrase *alchoq ko'ngulli* (*Karimunnafs, sohib xulq, buyuk himmatli, alchoq ko'ngulli, ulug'a, kichikka e'zoz va ikrom va ehson qilib, g'aybatlarinda xayrin so'zlar edi. GT*) which is used in place of adjectives, is pure language, expressing sincere meanings, and is now equivalent to the phrase open-hearted. The historical phrase *ko'ngul eyalari* (*Ko'ngul eyalarindan bir kimersa ko'rub ani aytti. GT*) is very active in the text, expressing the content of *compassionate people*.

The following table shows the semantics that are active in the formation of core phraseology:



From the above it can be concluded that:

- One basic component plays an important role in the structural-semantic formation of phraseology, regardless of the number of components of the phrase;
- One or more phraseologies belonging to different semantic groups can be formed on the basis of one structural-semantic core. The main factor is that the word, which comes as a semantic base component, has a polysemantic character or a wide semantic structure;
- the breadth of the semantic lexeme of the *kongil* has led to the formation of many phraseological units in the vernacular. Sources from the second half of the 14th century also used 51 phrases with the core of the *kongil*, most of which were verb phrases. Structurally, two-component phraseologies are active, formed mainly in the noun + verb pattern;
- the phraseological units with the core of the *kongil* belong to different semantic groups and are subordinated to the figurative description of the action in the text. While some phrases are used in the text with only one meaning, some emotional component phrases have multiple meanings, leading to phraseological polysemy;
- In the written sources of the second half of the 14th century, the core expressions of the *kongil* were formed by the activation of various semantics, the most active of them are **a place of desire, inclination, sadness, joy, love, imagination, emotion** semas. At the core of these semantics are formed semantic groups of **desire** microfield, **wish** microfield, **sadness** microfield, **joy** microfield, **love** microfield, **imagination** microfield, **emotion** microfield, some of which are found in modern Uzbek phraseology.

Recommendations:

- Our classical literature is a rich source for Uzbek phraseology, the periodic study of which leads to the emergence of rich knowledge and facts about the formation of phraseology;
- contextual analysis of phraseology in works of art allows to fully study the phenomenon of phraseological gradunomy and to determine its scientific and theoretical aspects;
- The study of phraseology formed on the basis of a single structural-semantic nucleus on the basis of semaphores on the basis of semantics provides a new perspective on the concept of phraseological semantic field in Uzbek linguistics;
- The comparative study of phrases on a synchronous and diachronic basis is the basis for a clear definition of changes in their semantics.

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USE OF PERENNIAL PLANTS AS A RAW MATERIAL IN THE PAPER INDUSTRY

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ABSTRACT

In this paper, the process of obtaining semi-finished products for the paper industry from the fibrous waste of the medicinal plant Amarantha is studied. The study examined the possibility of obtaining alkaline cellulose from amaranth plant waste. The effects of boiling, bleaching and neutralization of cellulose on its quality were studied. It was found that the increase in the concentration of alkali in the boiling solution adversely affected the yield of cellulose. The effect of the concentration of caustic soda in the boiling solution on the quality of cellulose was studied.

KEYWORDS: *Amaranth Medicinal Plant, Paper Industry, Paper, Secondary Fiber Waste, Cellulose, Alkali, Bleaching And Neutralization.*

INTRODUCTION

In the production of paper, cotton cellulose plays an important role. The obtained cellulose is made of high-quality porous paper, which has a high puffiness and a very smooth surface. In the production of paper, cotton cellulose is usually used in combination with other fibrous raw materials. Although the amount of α -cellulose is the same in different celluloses, the lengths of the chains may be different. As a result, the properties of cellulose and the properties of the paper obtained from it change.

The obtaining method of cellulose or lignin-containing material for use in the production of paper is the processing of cellulose or lignin-containing dry raw materials by ionizing radiation [1].

The capabilities of using cellulose, paper and cardboard from perennial plants and agricultural waste were studied. The production of fibrous semi-finished products from hemp, soybeans and other plants has been experimented with. They have a higher content of cellulose and a lower acidity than wheat and rice straw. Yields of perennials are 10-12 t/year. The height of the stem is 1-2 m [2].

Since non-wood raw materials do not contain adhesives and do not require the use of sodium sulfide as a catalyst, it was proposed to use only sodium hydroxide as the active chemical for boiling non-wood raw materials.

Because of those, in the process of boiling cellulose by the sodium method, most of the weight of the cellulose is obtained from this raw material. In this case, the raw material is heated to a pressure of 140-170°C in a large concentration of alkaline preservative boiling solution. Under these conditions, some of the lignin is soluble [3].

According to the Resolution of the President of the Republic of Uzbekistan dated August 23, 2017 No. 3244 "On the creation of additional capacities for the production of pulp and paper in the Republic", it is planned to implement an investment project in supplying of the national economy with pulp and paper products, the reduction its imports. At the same time, in order to produce a wide range of high-quality cellulose-paper with the rational use of local raw materials: agriculture and water management, forestry, agriculture, the People's Bank, at the suggestion of the city government, p annual (poplar and other) and annual (cotton stalks, Jerusalem artichokes, rice, rice plant) through the deep processing of local plants, the organization of production of high-demand products with a production capacity of 16.5 thousand tons per year construction of a pulp and paper mill [4].

Cotton cellulose is one of the most important raw materials used in paper production. The obtained cellulose is made of high-quality porous paper, which has a high elasticity and a very smooth surface. In the production of paper, cotton cellulose is usually used in combination with other fibrous raw materials. Although the amount of α -cellulose is the same in different celluloses, the length of the chains can be different. As a result, the properties of cellulose and the properties of cellulose derived from it change. The mechanism of delignification of cellulose obtained from wheat straw in 2 different ways and its topochemical properties were studied.

The capability of using cellulose, paper and cardboard from perennial plants and agricultural waste was studied. The production of fibrous semi-finished products from hemp soybeans and other plants has been experimented with. They have a higher content of cellulose and lower salinity than wheat and rice straw. Yields of perennials are 10-12 t/year. The height of the stem is 1-2 m [5].

Extraction of cellulose from annual and perennial plants is carried out in the following technological sequence: Preparation of plant stem (raw material) → Purification of raw materials → Boiling → Washing → Cleaning of coarse waste → Crushing → Hydrocyclone cleaning → Mixing → Squeeze → Drying → Pressing → Packaging.

Methods

The possibility of obtaining cellulose by alkaline method of semi-finished products for the paper industry from fibrous waste of the medicinal plant Amaranth was studied. Cellulose boiling,

bleaching and neutralization processes were performed in accordance with the requirements of GOST standards.

Results and Discussion

The process of exposure of the analyte to electromagnetic waves in the infrared, visible, ultraviolet and X-ray fields of the spectrum forms the basis of optical methods. Infrared (IR) rays were first invented in 1800 by the English astronomer U. Gershel (1738-1822) in a very simple but attractive way. 1666 y. the great English scientist I. Newton (1643-1727) had discovered the phenomenon of the separation-spectral of light of 7 different colors when sunlight passed through a prism. U. Gershel divided sunlight into spectra using a prism, studied the effect of different colored rays on the thermometer, observed that the temperature of the rays in the field after the visible red rays was higher, and concluded that there were rays invisible to the human eye after the red rays, "because these rays act on the substance at a higher temperature than the visible rays," and called this field heat rays. According to the method of recording the spectrum, the following names of spectral instruments are used: spectroscope - a device for visual observation of the spectrum, spectrograph - a device for recording the spectrum on a photographic plate, spectrometer - a device for recording the spectrum as a curve (curves can also be formed by points). , spectrophotometer - a device that records the spectrum on a curved line or points, and at the same time measures the intensity (brightness) of the spectrum. Although IR-rays, discovered in 1800, were not used for analysis until the end of the 19th century, IR-spectroscopy is widely used in modern analytical chemistry.

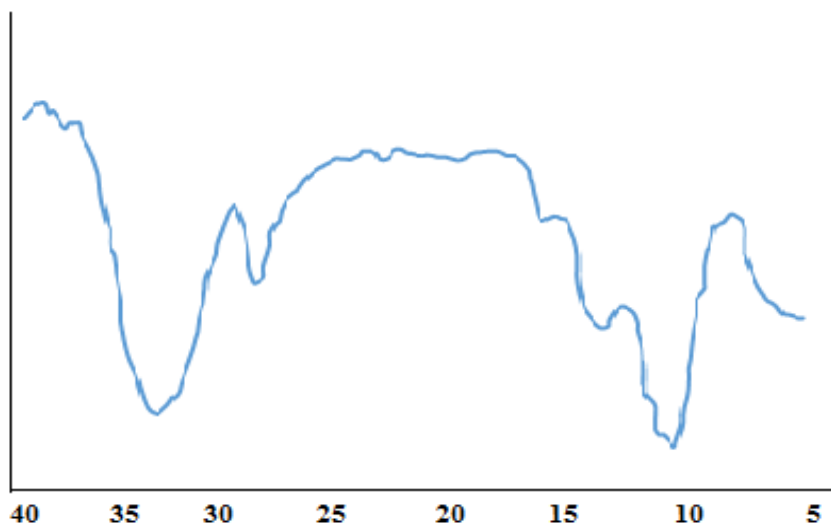


Figure 1. Infrared rays (IR) spectrum of cotton cellulose.

In the 3400 cm^{-1} region of the infrared spectrum of the obtained cotton cellulose, the valence oscillations of the hydroxyl groups corresponding to the intermolecular and intramolecular hydrogen bonds are observed. The valence oscillations of S-N bonds of methylene and methylene groups of cellulose are observed in the area of 2895 cm^{-1} , and in the area of 1635 cm^{-1} oscillations of adsorbed water molecules. Absorption lines in the areas 1420 cm^{-1} , $1335\text{-}1375\text{ cm}^{-1}$, 1202 cm^{-1} , $1075\text{-}1060\text{ cm}^{-1}$ correspond to the deformation oscillations of the groups CH, -CH₂, -OH, -CO and the valence oscillations of the C-O group.

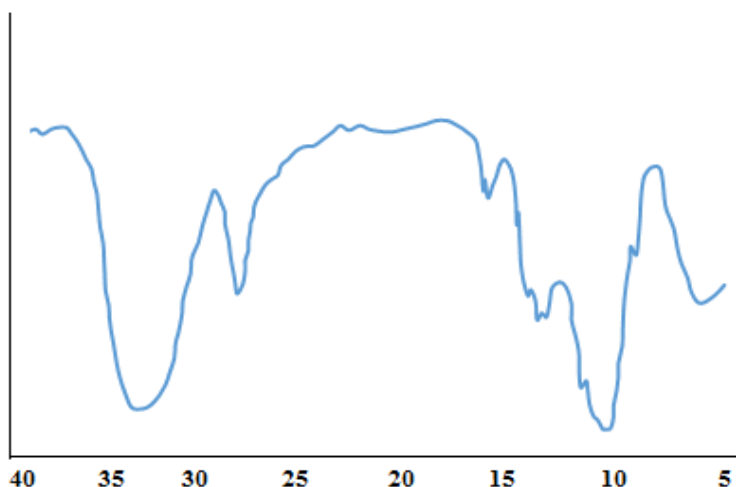


Figure 2. IR spectrum of wood cellulose.

The obtained cotton cellulose in the 3400 cm^{-1} region of the IR spectrum shows the valence oscillations of hydroxyl groups corresponding in value to intermolecular and intramolecular hydrogen bonds. The valence oscillations of S-N bonds of methylene and methylene groups of cellulose are observed in the area of 2895 cm^{-1} , and in the area of 1635 cm^{-1} oscillations of adsorbed water molecules. Absorption lines in the areas 1420 cm^{-1} , $1335\text{-}1375\text{ cm}^{-1}$, 1202 cm^{-1} , $1075\text{-}1060\text{ cm}^{-1}$ correspond to the deformation oscillations of the groups CH, -CH_2 , -OH , -CO and the valence oscillations of the C-O group, but in wood cellulose IR the peak intensities in the 2780 cm^{-1} and 1610 cm^{-1} areas are longer.

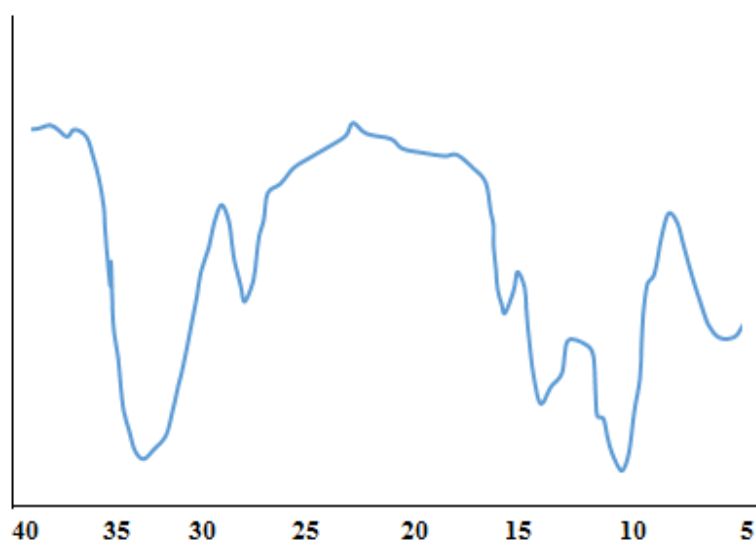


Figure 3. Amaranta cellulose IR spectrum

The obtained cotton cellulose in the 3400 cm^{-1} region of the IR spectrum shows the valence oscillations of hydroxyl groups corresponding in value to intermolecular and intramolecular hydrogen bonds. The valence oscillations of S-N bonds of methylene and methylene groups of cellulose are observed in the area of 2895 cm^{-1} , and in the area of 1635 cm^{-1} oscillations of adsorbed water molecules. Absorption lines in the areas 1420 cm^{-1} , $1335\text{--}1375\text{ cm}^{-1}$, 1202 cm^{-1} , $1075\text{--}1060\text{ cm}^{-1}$ correspond to the deformation oscillations of the CH, $-\text{CH}_2$, $-\text{OH}$, $-\text{CO}$ groups and the valence oscillations of the C-O group, but It can be seen that amaranth cellulose is pushed in the IR at the peaks of 1420 cm^{-1} and 1635 cm^{-1} branches at the peaks of 1480 cm^{-1} and 1635 cm^{-1} branches.

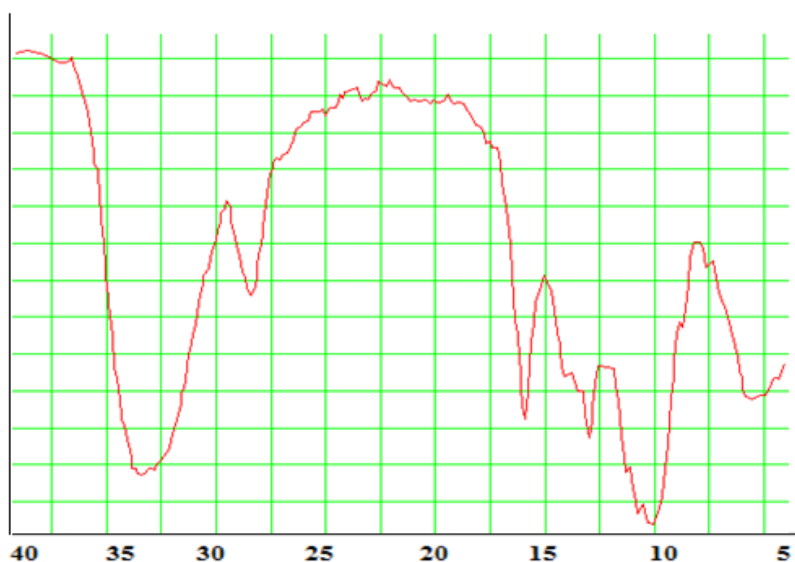


Figure 5. IR spectrum of Licorice root waste cellulose.

It can be seen that in the $3550\text{--}3100\text{ cm}^{-1}$ section for cellulose obtained from licorice root waste, the OH groups formed an intermolecular and intramolecular hydrogen bond.

The displacement of C-H - bonds from methylene and methyl groups of cellulose obtained from licorice root waste is located at $3000\text{--}2800\text{ cm}^{-1}$. According to Lyanga and Marchessolt [65], lines 2945 and 2853 cm^{-1} are characterized by asymmetric and symmetric valence shifts of methylene groups, four out of five C-H valence shifts are 2914 , 2897 and 2870 cm^{-1} (I) cm^{-1} and 2970 cm^{-1} (II) ga teng. Molecules of adsorbed water in the range of 1605 cm^{-1} were absorbed. As the volume of the water molecule increases, high-wave interference is observed.

Summarizing and analyzing the data obtained on the IR spectrum of amaranth plant cellulose, it can be concluded that the main peaks of the obtained cellulose in the IR spectrum are consistent with cellulose. Therefore, it is planned to use this fibrous semi-finished product as a composition in the production of paper.

The weight of the fibrous cellulose in the waste of medicinal and agricultural plants is a good raw material for paper production. Due to the bulk of these raw materials, their transport and logistics require on-site processing of pulp. Obtaining pulp from the wastes of annual and perennial non-wood plants and finding opportunities to produce paper based on local fiber raw materials are urgent tasks. The results of the research, ie the possibility of obtaining alkaline cellulose from amaranth plant waste, were studied. In order to offer a technology for the rational

use of cheap, local plant raw materials for the paper industry of the Republic, the technological characteristics of the local amaranth plant were studied.

Amaranth belongs to the family *Amaranthus*, which includes more than sixty species. Homeland is South America, where it has been cultivated for seed for 8,000 years. Amaranth is widespread from South America to North America, India, and from there to other parts of the world. There are now many varieties of amaranth in India and China, which are considered to be the second home of amaranth. In these countries, the amaranth plant is widely used in local medicine, national cuisine and industry.

The amaranth flower is popularly known as the "flower rooster" because of its small-flowered inflorescence, pink, dark pink, red and crimson, and reminiscent of a rooster's crown. Amaranth is an annual plant that can be grown in a variety of areas, including vegetables (*Amarantus gangeticus*, *Amaranthus mangostanus*), cereals (*Amaranthus caudatus*, *Amaranthus paniculatus*), ornamental and (*Amaranthus blitum*) food crops. In our country, amaranth is grown only as an ornamental crop. The main reason for this is that its velvety flowers retain their charm for a long time, are resistant to external influences and can withstand drought for several months. Probably because of this feature amaranth is called an immortal flower.

Although the medicinal properties of the plant have not been sufficiently studied and scientifically tested by the medical staff of the Republic, there is information that it has long been widely used in our national medicine. Abu Ali Ibn Sina used amaranth extensively in the treatment of skin wounds (measles, rubella), bad breath and other ailments from knife wounds.

At the Institute of Botanical Research, seeds of amaranth from India, Cameroon, China, Germany, France, Bolivia, Mexico, Tanzania, Tajikistan and local varieties are being studied on the basis of valuable economic characteristics. Each of these amaranth samples has its own unique characteristics. Growth period is 100-140 days. These samples are a valuable resource for various areas of selection and are provided to selection sites. This article describes the results of experiments on the processing of amaranth medicinal plant, the extraction of cellulose from the part (stem) by the sodium method.

In the production of semi-finished products containing cellulose, the boiling process plays a key role, because during the boiling process most of the non-cellulose additives are lost and there are significant changes in the structure of the fiber. This will increase the productivity of the paper. Boiling experiments are carried out in the presence of solutions of caustic soda in different concentrations (40, 50, 60 g / l).

It was found that the increase in the concentration of alkali in the boiling solution adversely affected the yield of cellulose. The effect of the concentration of caustic soda in the boiling solution on the quality of cellulose was studied. During the boiling process, 10-50 cm long amaranth stem waste was used. Crushed amaranth stem waste is used. The crushed amaranth stem was boiled at 180 degrees Celsius for 180 minutes (M1:10).

TABLE 1. INFLUENCE OF ALKALI CONCENTRATION ON THE INDICATORS OF CELLULOSE QUALITY

Sample	NaOH, gr/l	Polymerization degree	α -content of cellulose %	cellulose Output %	The content of sol %
1	40	892	86,3	51,4	8,4
2	50	710	88,1	45,6	7,8
3	60	650	88,9	42,3	6,9

During the experiment, it was found that as the concentration of caustic soda increases, the yield of cellulose increases from 51.4% to 42.3%, the degree of polymerization from 892 to 650, the amount of sol from 8.4% to 6, Decreased by 9%, while the content of α -cellulose increased from 86.3% to 88.9%.

The temperature is 130-145⁰C, the boiling time is 1-3 hours, during the boiling process, the non-cellulose waste is decomposed and dissolved, and in the process, oil and waxy compounds are removed from the fiber. The fiber is given a hydrophilic texture. At the end of the boiling process, the solution is cooled to 90⁰C, the pressure in the boiler is reduced to 1-1.5 atm, and the pulp is dropped into a pressure washer, washed with hot water. The washed cellulose is diluted with water to a concentration of 2.5-3% and transferred to a bleaching vessel.

In the process of alkaline treatment, the yellowed plant is bleached (discolored). The cellulose of the amaranth plant is bleached in a solution of hydrogen peroxide. Neutralization is carried out using a solution of sulfuric acid 0.5-4 g/l.

Bleaching with cellulose hydrogen peroxide depends on the amount of reagent, the effect of temperature, the concentration of the mass. When the mass concentration is high, the bleaching rate increases and the processing time decreases.

A sample of cellulose obtained from wet amaranth is selected for the bleaching process. The following table shows the whiteness of cellulose. T - 80⁰S, t - 60 minutes.

TABLE 2. THE EFFECT OF NAOH CONCENTRATION ON THE WHITENESS LEVEL OF CELLULOSE

NaOH concentration, g/l	Whiteness level, % H ₂ O ₂ (relative to the mass 8 %)
40	85,6
50	88,9
60	90,2

CONCLUSION

It is difficult to prepare special equipment for dehydration and mixing of the mass with the solution in high-concentration bleaching. Bleaching is high when the hydrogen peroxide solution is at its maximum concentration. When the concentration is above 3%, the bleaching rate is high, ie 10-15%. The results of the experiments were developed, the experimental batch of cellulose from the amaranth plant was obtained on the basis of a technological sequence in the scientific laboratory of the Institute of Polymer Physics Chemistry under the Academy of Sciences of the Republic of Uzbekistan.

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DEVELOPING CREATIVE THINKING ABILITY OF PRIMARY SCHOOL PUPILSON THE BASIS OF STEAM TECHNOLOGY

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ABSTRACT

The article focuses on using STEAM technologies in regular secondary schools to help elementary school pupils strengthen their creative thinking skills. Now we create the animal world next to the plants. In this case, students are divided into small groups of 5 students. The teacher tells you to make any animal you like in the picture using a Lego constructor. The adoption of general education programs and state education standards that fulfill innovative needs. Through hands-on activities, students explore independently, create innovations, come up with new ideas, think logically, engage in creative work, and put into practice what they have learned in the classroom.

KEYWORDS: *STEAM technology, creative thinking, natural science, practical training.*

INTRODUCTION

In our country nowadays, new trends and international experience are entering the educational process. This attempts to raise educational standards, structure teaching in accordance with worldwide guidelines, and enable students to think logically, creatively, and critically.

In the "Law on Education" [1] and in the "Concept of Primary Education", the use of methods and technologies that teach students to think independently and develop creative thinking is marked as an urgent task.

The "Concept of Development of the Public Education System until 2030," adopted by the Presidential Decree of the Republic of Uzbekistan's on April 29, 2019 [2], is a logical continuation of our country's efforts to reform and modernize its education system. Importantly, the concept establishes a series of priorities aimed at raising the quality of the continuing education system to new heights and propelling our country up the global education rankings.

In carrying out the tasks outlined in the Concept, in the development of the Republic of Uzbekistan's public education system until 2030, with a focus on STEAM sciences and the development of students' critical, creative thinking, independent research, and discussion abilities and skills. The adoption of general education programs and state education standards that fulfill innovative needs.

Unlike software teaching approaches, STEAM technology is a new system of education based on innovative technologies, with the primary goal of developing in students a new form of thinking,

creative thinking, engineering approach, critical thinking, and understanding the fundamentals of design [7].

STEAM (science, technology, engineering, arts, and mathematics) is an integrated approach of teaching that allows students to use their scientific and technical knowledge and skills in real-life situations through practical training. [10].

Before we look at methods to use STEAM technology to help primary school pupils build their creative thinking skills, we must first define creativity.

Creativity is an individual's creative ability, which is defined as the willingness to generate new ideas and is a separate factor from talent [p 4,72].

Creative Thinking is the ability to conceive, assess, and revise ideas in a way that allows pupils to successfully express themselves, learn, and come up with unique and effective solutions [8].

In addition to the school curriculum, STEAM technology can be employed in the classroom and in extracurricular activities. Below we will look at ways to explain STEAM technology in a workshop on "The structure of plants" in elementary school "Natural Sciences" lesson.

Students learn about the parts of plants and trees, such as roots, stems, leaves, flowers, fruits, and seeds, in the scientific section of STEAM technology. Then you might inquire about the following:

1. How are plants and trees divided?
2. What is made from tomatoes and quinces?
3. Which plants are depicted in the picture?
4. How did the fruit on the tree come to be?
5. Why do trees bloom?

Once the questions are answered, we will work with the students on a plant planting and care project.

Required materials: expanded clay, garden soil, rooted plants, peat, shovels, pots, biofertilizers and water containers.

Procedure for conducting practical training:

1. Soil, biofertilizer, peat are mixed;
2. The flowerpot is filled with foam;
3. The flowerbed is half filled with soil mixture;
4. The rooted plant is placed in a flowerpot;
5. The root of the plant in the flowerbed is buried in the soil;
6. The soil around the plant is pressed by hand;
7. Water the plant.

Together with the students, the growth and development of the plant is observed every day, water is poured, the height of the plant is measured, and it is recorded in a notebook.

The technology part can be organized as follows:

1. A video about the growth, development, budding, leafing, fruiting, reproduction, and seasonal changes of plants will be released.
2. Take a leaf and flower of one of the flowers growing in the classroom and observe it under a microscope. Keep notes of what you saw under the microscope.
3. On the right side of the screen are pictures of trees and shrubs, and on the left are pictures of fruits. Students find which fruit belongs to which tree or shrub and use the mouse to place the fruit on the right side of that tree or bush. In doing so, students will have the ability to know which fruit belongs to which tree by looking at the structure and leaves of the tree. In the engineering department, he invites students to make fruit trees and vegetable crops from plasticine. Ready-made plant models are compared. In doing so, students will gain an understanding of how fruits grow on trees, melons grow in fields, and why.

Now we create the animal world next to the plants. In this case, students are divided into small groups of 5 students. The teacher tells you to make any animal you like in the picture using a Lego constructor. We will now create a living nature corner by mixing plant models made of plasticine with animal models, and then a small slide film from animal and plant life will be shot by sounding and animating animal models.

Works in the art part:

1. Make 3 sentences about plants;
2. Say poems and singing about fruits;
3. Tell riddles about fruit and vegetable crops;
4. Draw a picture of a quince tree in the book.

Assignments in the Mathematics part:

1. As a continuation of the project work on planting and care of plants, together with the students every day the growth and development of the plant is observed, water is poured, the height of the plant is measured and recorded in a practical exercise book. In this case, we calculate and record how many centimeters the plant grows in 1 month, what is the shape and size of the leaves.
2. Look at the picture on page 19 of the Grade 1 "Natural Sciences" book: Six quinces ripen from a tree and fall to the ground. There are nine quinces left in the tree? How many quinces did you have before?
3. As plants grow and develop, water, air, and light turn yellow and fall to the ground. So, the main reason for this is that air temperature is very important. Plants i.e. cultivated plants are adapted to grow in the room and in the yard, in different conditions. Indoor plants are green in both autumn and winter. The leaves of the plants in the yard. Now let's measure the air temperature together.

Practical lesson: Measuring the temperature in the school yard and classroom.

Materials needed: Air thermometer, paper, pen.

The order of work:

1. Using an air thermometer, measure the temperature in the classroom and write the result on a piece of paper.
2. Measure the temperature in the school yard with the help of the teacher and write the result on a piece of paper.
3. Compare the measurement results.

CONCLUSION: In the fall, we can change the room temperature with the help of heating equipment and the cool wind coming in through the window, but we can't change the temperature in the school yard. Therefore, the leaves of the plants in the yard turn yellow and fall to the ground. Houseplants are in the same condition for all four seasons [5, 6].

It is advisable to use this practical exercise in extracurricular science clubs, which is proposed to cover the topic of "Structure of plants" on the basis of STEAM technology. Through hands-on activities, students explore independently, create innovations, come up with new ideas, think logically, engage in creative work, and put into practice what they have learned in the classroom. In addition, they will gain knowledge about plants and their structure.

In addition, by using STEAM technology in the classroom, we help students realize the following opportunities:

- well mastering of the lesson;
- increase interest in the lesson and motivation to learn;
- understand the topic in a real-life way;
- acquisition of information and communication skills;
- be able to perform practical exercises with their own hands;
- increase the ability to think creatively in the field of creative work [9].

In conclusion, today the organization of the teaching process on the basis of STEAM technology develops the creative thinking of primary school students on the basis of practical skills, the ability to apply their knowledge in life, increase their interest in science and provides easy mastering of knowledge on the topic.

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CLINICAL AND DYNAMIC FEATURES OF BOUNDARY DISORDERS IN ADOLESCENTS

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ABSTRACT

When analyzing mental illness in people of different ages, borderline mental disorders in adolescents are distinguished by clinical signs. The onset of mental disorders in adolescence - leads to the rapid development of pathological symptoms of the disease. The following borderline mental illnesses are common in our clinical practice today: personality traits, neuroses (obsessive-compulsive disorder), and reactive depression. When these diseases become chronic, they reduce the ability to work and the standard of living. Modern approaches to the treatment of borderline mental diseases are based on the balanced use of psychotherapy, psychopharmacological agents.

KEYWORDS: *Teenager, Neurosis, Premorbid, Anxiety, Depression, Hysterical Reaction.*

INTRODUCTION

Adolescence (10-19 years old, WHO) is a specific period of personality development. Various physical, emotional, and social changes, including negative family conditions, abuse, and violence, can increase adolescent mental health vulnerability. Improving the psychological health of adolescents and protecting them from major shocks and risk factors that can affect their chances of successful development is important for their adolescent well-being and adult physical and mental health [1].

In general practice, patients with borderline mental disorders are more likely to be diagnosed and treated, which requires appropriate training and deep professional knowledge from the physician. Modern rational treatment of borderline mental disorders requires deep knowledge in the field of psychotherapy and psychopharmacotherapy [1]. Ibn Sina in his work "The Laws of Medicine" provided valuable information about the structure of the human body, the physiological processes in it and the mental factors that are directly related to them, their influence on the human body. In the field of psychology, the mental characteristics of the child, his development

and developmental delay have long been recognized by psychologists as one of the problems that make people worry, to observe correctly. A number of social and biological factors, such as a well-organized education, the nature of the family and its members, the social groups in which the child communicates, the profession he chooses, the improvement of the internal mental abilities of the child, the formation of personality, self-consciousness and attitude towards others, of course, affects on intellectual development [2]. Criteria for psychiatric consultation in patients with borderline mental disorder: fatigue from complaints, persistent mood swings for a long period of time, insomnia, low self-esteem, attention deficit, nervousness, anxiety, feelings of despair. Autonomic (somatization) disorders exacerbated by environmental stress include, for example, chest heaviness and pain, gastrointestinal dysfunction (constipation, diarrhea, dyspepsia), excessive sweating, dizziness, headache, erectile dysfunction, and similar autonomic disorders. Dissatisfaction with social and professional conflicts is manifested in a patient with impaired communication in the family and community. Good results are achieved with timely diagnosis and proper treatment. The prognosis of treatment for borderline mental illness is always positive, as is the readiness of a qualified psychiatrist and the patient to help [3].

Patients with borderline mental illness are characterized by emotional instability. Emotional changes happen quickly and easily. It is often difficult for patients to return to an emotionally stable state. These often include anger, panic, and despair. Borderline mental illness patients account for 10% of outpatient referrals and hospitalized psychiatric patients for 20% [5]. Although personality decompensation in developed countries is one of the most frequently discussed mental illnesses in the scientific literature, it is difficult for most psychiatrists to recognize it. This is due to the clinical polymorphism of the disease and the regressive dynamics of mental disorders [6,7]. The current understanding of mental illness emphasizes the importance of developing comprehensive treatment interventions to address the mental health problems of children and adolescents, taking into account their multifaceted clinical criteria. This, in turn, will be associated with the development of many professional areas. According to the World Health Organization, in order to further improve mental health indicators, the medical priority is monoprofessionalism, high-quality psychosocial therapy and psychosocial rehabilitation based on the model of personal orientation, and the widespread use and application of psychological methods [8]. Behavioral disorders include behavioral disorders, which are mild, disappeared forms of mental disorders, located near the conditional border between mental health and severe insufficiency. The scope of such violations is very wide. Among the cases of deviations from the norm in general, psychogenesis, acute traumatic disorders and deviations of psychosexual development without acute psychopathic disorders are distinguished. Psychogenesis is a mental disorder that occurs under the influence of a mental trauma that develops on the basis of the characteristics of the nervous system and personal qualities. According to its composition, it is divided into reactive states, neuroses and personality disorders. The most common forms of reactive states are mood disorders. Such people are prone to strong excitement or are unable to control themselves with indifference. Depression has been known for hundreds of years as a form of painful transition in the human psyche. The ancient Greeks explained the origin of depression as black bile poisoning. This is reflected in its old name - melancholy, "black bile". Neurotic depression is fundamentally different from endogenous depression with proportional causes and neurotic developmental symptoms, in which endogenous or biological depression is a deep primary painful depression of mood. Neurotic depression manifests itself affectively under the influence of one or another psychogenic event. It is rarely accompanied by vital grief and

depression, but more often by sadness or fear, various anxieties, pity for oneself and one's family, emotional instability, crying, decreased mental and physical activity [9]. According to statistics, psychasthenism, difficulties with adaptation in a new community, obsessive-compulsive thinking and premorbid development are characteristic. Behavioral disorders arise on the basis of negative environmental influences and emotional lability. As a result, aggression, quarrels, disobedience, protest reactions and interpersonal relationships are violated in the behavior of adolescents. Hyperkinetic behavioral disorders, mixed behavior and emotional disorders were detected in 1.6% of 3.1% of adolescent schoolchildren. Such teenagers are prone to delinquency and an antisocial environment. Sensory disturbances and hysterical disorders are also characteristic. These teenagers are characterized by nervousness, irritability, revenge, instability of interest, impulsiveness and lack of self-control. Adolescents in this group complain of increased fatigue, nervousness, severe crying, insomnia, and recurrent headaches.

These demonstrations are episodic and occur due to lasting emotional changes. With this in mind, the nosological forms of the disease are determined. [10]. In adolescents under 18 years of age, nosological types of neurotic disorders are detected, which account for half of borderline mental illnesses, including maladaptive disorders (22.1%), neurasthenia (9.6%) and somatoform disorders (8.7%). Clinical trials account for 30.1% of borderline mental illnesses, with one in three patients ending up with suicidal ideation (35.7%). The origin of these psychopathological diseases is closely related to the demographic and ethnic status of a person (age, place of residence, ethnic and cultural origin). When determining the pathogenesis of borderline mental illness, a multistage statistical analysis (78.66%) revealed five main factors: ethnic and cultural dissociation of the individual (31.7%), inconsistency in family composition (18.7%), environmental influences (9.7%), disorders of rational thinking (9.3%) and religious and ethnic indifference (9.2%). [eleven]. These include a variety of psychopathic forms of behavior: paranoid, schizoid, emotional lability, anancast and others. Such patients are characterized by a pattern of personality traits formed on the basis of congenital or premature insufficiency of the nervous system and harmful environmental influences. The main clinical manifestations of the pathology of personality traits are associated with sensory disturbances, insomnia, pathological reactions, and decompensation of personality traits. According to the ICT-10 criteria, pathology of personality traits is understood as a specific personality disorder, almost always accompanied by significant disharmony in personal attitudes and personal behavior, impaired personal and social adjustment, and personal and social fragmentation. [11, 12]. Borderline mental illness manifests itself in the form of self-compensation at an early age, which leads to behavioral disorders, gross behavioral disorders and persistent social discomfort. The development of borderline mental illness depends on: negative lifestyle, frequent family conflicts, poor learning strategies, physical disabilities, physical illness, and poor parenting. Decompensation of personal qualities is characterized by its plasticity, which has a better prognosis when living conditions change. Not all patients with a personality disorder turn to a psychiatrist, which we often encounter in a state of decompensation of the disease or during a medical examination of a criminal act. For these reasons, it is difficult to determine the prevalence of the pathology of personality traits. The prevalence of personality disorder averages between 5 and 10 per 1000 population. According to statistics, the disease is more common in boys than in girls [13, 14]. For the purpose of early diagnosis and treatment of borderline mental illness, it is recommended that a psychiatrist participate in preventive examinations in educational institutions, during which the first signs and risk groups of mental illness are identified. Accordingly, on the basis of a

special examination, the degree of morbidity is determined and therapeutic measures are developed [15]. Adolescence is characterized by drastic changes in behavior that can be easily detected by observing each teenager from the side. Based on the views of psychologists, it should be noted that there are two types of educational influence on the formation of a teenager's personality: social and biological factors. Social factors include: the transition to a general secondary school and related changes in learning activities, communication with students and teachers; the role of the adolescent in the family will also change as a result of more independent and practical work; they begin to trust him more and more as his physical and mental abilities grow. Biological factors include: the onset of puberty, as well as the physical development of all organs [16]. It is generally accepted that women are more prone to depressive disorders than men. An analysis of clinical and dynamic observations of adolescents aged 13–19 showed that girls are more prone to depression. Boys are more likely to be exposed to antisocial environments. According to the classification developed by the American Psychiatric Association, deviations in human behavior, social maladjustment, that is, people with borderline mental pathology, are more common in adolescence or early adulthood. Their pathocharacterological properties persist for a long time, so such patients cannot adapt to the requirements of society. Studies show that 10% of patients under observation in psychiatric treatment facilities and 20% of hospitalized patients have patients with borderline mental pathology. Over the past 10 years, borderline mental illness in women was observed three times more often than in men [18]. According to the literature, the growth of borderline mental disorders among people of all ages, especially adolescents, remains an urgent problem for modern medicine. However, the detection of borderline mental illness in high school students was studied on the basis of official statistics. Early detection of clinical manifestations of borderline mental illness in childhood and adolescence and timely provision of psychiatric care are very important. Ecopathogenic, macro- and microsocial factors, biological and psychological factors influence the mental formation of the younger generation [11, 13, 18]. The most common cases of borderline mental disorders are: disorders, disorders characteristic of somatic diseases. The psychogenic factor and the constitutional features of a person are important for the decompensation of borderline mental disorders. [17].

The relationship between behavioral and psychiatric factors has a significant weight in the diagnostic criteria for pathocharacterological reactions. In this case, a stressed (accented) person is more prone to pathological reactions. According to the ICT-10 criteria, these disorders are classified as personality traits. The pathology of personality traits is more common in adolescence, more common in men than in women. The difference between personality pathology and other mental illnesses is that acute psychopathological disorders, ideas of temptation, hallucinations, and mental disorders are not observed. It is difficult for a person to reconcile with the community around him and he cannot adapt to the demands of society. Proper organization of measures of psychoprophylaxis and psychotherapy plays an important role in the prevention of these diseases. This, in turn, improves life, labor activity, communication with people and the adaptation of a teenager to new forms of education.

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THE MAIN DIRECTIONS OF INTRODUCTION OF DIGITAL MARKETING TECHNOLOGIES INTO THE ACTIVITIES OF SERVICE PROVIDERS

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ABSTRACT

This article focuses on the main directions and approaches to the introduction of digital marketing technologies in the activities of service providers, based on the importance of digital platforms and the model of their introduction. Scientists of our country have also conducted a number of studies on this issue, most of which claim that the result of the transformation of marketing technologies under the influence of IT development is the basis for the formation of "Internet marketing" or "digital marketing".

KEYWORDS: *Digital Environment, Digital Technology, Digital Marketing, Relationship Marketing, Digital Marketing Technology, ROI, Social Network, Digital Platform.*

INTRODUCTION

Changes in the global digital market are drastic, with DataReportal reporting on digital environment trends showing that by 2021, mobile device users will grow by 1.8%, internet users by 4.0% and social media users by 10.1%. At the same time, 70% of consumers claim that manufacturers are building relationships through their content rather than advertising¹. Indeed, the "information age" and "advanced technologies" are the main criteria of digital policy, and today any business is raising the use of digital technologies, especially digital marketing technologies, in the formation of relations with its market and consumers.

Although the first steps on the legal-normative issues of the use of digital technologies in our country began in 2010, digitization in the economy began with the entry into force of the PP-3832-th decision of the president of the Republic of Uzbekistan "on measures for the development of the digital economy in the Republic of Uzbekistan" on 03.07.2018². Since that time, more than 30 normative-legal documents related to digitization tables have been adopted.

ANALYSIS OF THE RELEVANT LITERATURE

In the digital economy, great attention is paid to the scientific and practical study of digital marketing, the study of its technologies in the scientific work of foreign scientists. In particular, Chaffey Dave conducted research on digital marketing, its strategies and practical aspects by Desai Vaibhava³.

Scientists from the Commonwealth of Independent States T.P. Danko and O.V. Kitova have paid special attention to the development of digital marketing in their research [1]. In the work of M.A. Golubeva studied the development of the concept of relationship marketing in the digital economy⁴.

Scientists of our country have also conducted a number of studies on this issue, most of which claim that the result of the transformation of marketing technologies under the influence of IT development is the basis for the formation of "Internet marketing" or "digital marketing". For example, G.Ismailova considered that the development of information and communication technologies under the influence of digitalization has brought direct marketing opportunities to a new digital level, the main tasks of which are marketing research and marketing strategies [2].

E. Nigmanov made theoretical proposals for solving the current issues of service development in the digital customs system through the digitization of marketing elements of the relationship, aimed at ensuring the integral connection with other sectoral and competent authorities [3].

R.R. Madjidov also presented the results of a number of studies on the use of digital marketing strategies in the market of ICT services and increase their effectiveness [4].

RESEARCH METHODOLOGY

During the research, the methods of analysis and synthesis, analytical analysis, comparative analysis were used to highlight the relevance of the topic. In addition, surveys were conducted through marketing research, and the theoretical and practical foundations of digital marketing in the field of services were identified through the results of the analysis.

ANALYSIS AND RESULTS

Entrepreneurs can cite a number of factors as a key priority in the use of digital marketing technologies in their activities. Among them are the foundations of digital technologies, concepts, and approaches to consumer behavior. That is:

Provide ROI. This year, the use of social networks to reduce the impact of the pandemic and compensate for the damage is recognized as the optimal channel. Through this, there is not only a policy of long-term loyalty (loyalty), but also a policy of shaping the experience of online customers through new views, approaches and technological formats;

moving brands through social communication. That is, brands find the Internet environment only convenient when it comes to sales, in fact, brands that have established communication with their consumers in the Internet environment are showing a positive result compared to the rest;

criteria in social networks. 2020 further enhanced the challenges of digital marketing and proved the need to apply digital demographic segmentation to customers beyond age and perspective (stereotypes);

working with individual aspects of consumers. It was noted that through digital technologies, it is possible to establish effective communication after identifying the unique personal characteristics of consumers;

it is true that brands engage in communication with live communication rather than through social digital platforms. That is, the Internet environment provides only relevant information to consumers, proving that brands are more effective at conducting live with consumers.

Observations in the global digital market include important criteria for consumers in the future, as well as factors influencing them:

they are more interested in the opportunity to make purchases online, i.e. live. In 2021, the volume of live purchases in China alone amounted to 449.5 million US dollars. Such an approach brings consumers closer to goods and services, the main purpose of which is to eliminate dissonance (doubt) in consumption;

the share of “omnikanal purchases” is increasing through consumer research on social media. It should be noted that the role and importance of social networks in goods and services is growing, with Uzbekistan ranking fifth in the world in terms of social network connections (the number of new social network subscribers in 2021 was 1,400,000) and an annual growth rate of 43.8%. can focus;

tracking propensity for premium purchases. At the same time, it can be seen that buyers demand not only the value of goods or services, but also high quality in a personal format.

In the course of the research, a survey was used, according to which entrepreneurs from various regions of Samarkand region also demonstrated the availability of opportunities and potential in the use of digital marketing technologies. In other words, a total of 360 business entities took part in the survey, of which 26.5% were individual entrepreneurs, 44.1% were limited liability companies, 2.9% were joint-stock companies, 2.9% were unitary enterprises, 8.8% were private enterprises, 8, 8% were respondents in the form of family businesses, 5.9% in the form of farms. Most of them are in the service (47.2%), manufacturing (25%), commercial (25%) and financial services (2.8%) sectors, and the average person involved in digital marketing is an employee. (Figure 1)⁵.

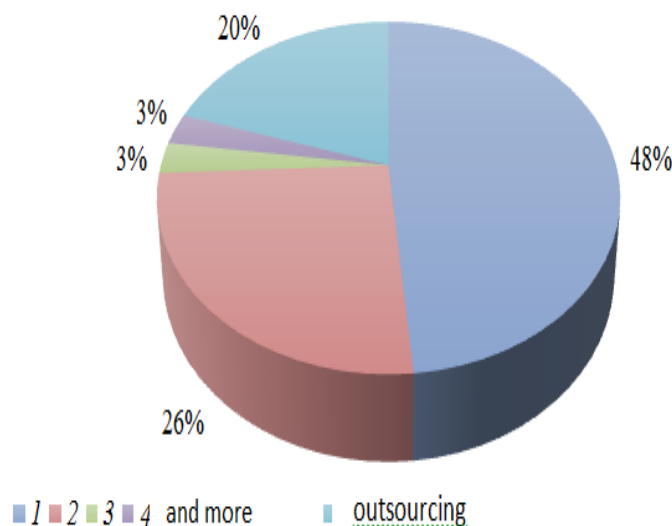


Figure 1. The share of employees involved in digital marketing activities by entrepreneurs of Samarkand region⁶

Most of the digital marketing tools of the respondents shown in Figure 1 are being promoted through social media and are led by Telegram, Instagram and Facebook (Figure 2).

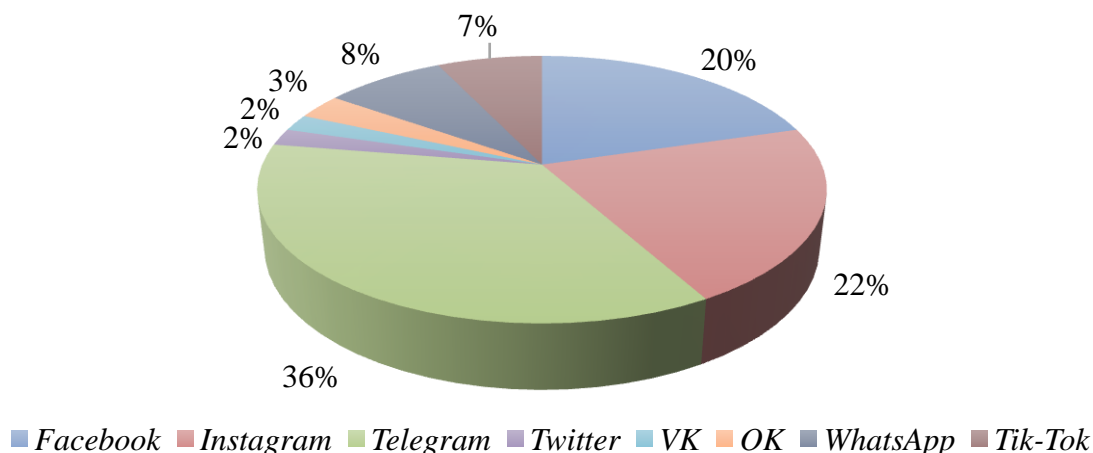


Figure 2. The share of digital platforms involved in digital marketing activities by entrepreneurs of Samarkand region⁷

Taking into account the calculations shown in Figure 2, today is focused on the policy of shifting the tasks of digital marketing in business activities, which are used as tools to encourage online trading in the field of digital commerce. However, the full potential and essence of digital marketing can also be reflected in traditional marketing elements. Among such opportunities, it is expedient to single out the role of digital platforms.

The primary function of digital platforms is to focus directly on sales policy, and their capabilities also support product, pricing and communication policies. In general, digital platforms are aimed at providing a favorable market environment by shaping the interactions of market participants. Today, a number of digital platforms have been created in national digital marketing, which can be divided into types in the following classification based on their specific features (Table 1).

TABLE 1 CLASSIFICATION OF PLATFORMS USED IN DIGITAL MARKETING⁸

Criteria for comparison	Digital platform levels		
According to the interaction with customers	B2C https://texnomart.uz/	C2C https://www.olx.uz/	B2B https://skladi.uz/
According to commercial offers	Commercial platforms https://bellissimo.uz/	Service platforms https://soliqservis.uz/	Mixed platforms https://www.zoodmall.uz/
According to product types	Horizontal platforms https://e-auksion.uz/	Vertical platforms https://uzavtosanoat.uz/en	Multi-product platforms https://korzinka.uz/
According to the market coverage area	National platforms https://agrozamin.uz/	International platforms https://www.alibaba.com/	Representatives of international platforms https://www.samsung.com/uz/

We can see that the national practice classification of digital platforms presented in Table 1 is

now in the “emerging” stage compared to the classification of digital platforms available in the international digital market. However, according to experts, digital platforms are expected to be introduced in a narrow range of activities in the near future [5].

As a result of observations made during the research, the factors influencing the introduction of digital platforms (marketplaces) in the service sector were identified, which include:

the influence of qualified personnel with sufficient knowledge and skills to ensure the effective operation of the created digital platforms;

insufficient experience in implementing digital platforms;

demand for financial and technological resources for the introduction of digital platforms;

the impact of international platforms on national platforms in terms of competition;

government support policy for digital commerce;

the introduction of digital platforms can include the need for consulting and marketing services.

As a result of studying the specific aspects of the above impact factors and their causes and sources, a model for the introduction of digital platforms in the service sector has been developed (Figure 3).

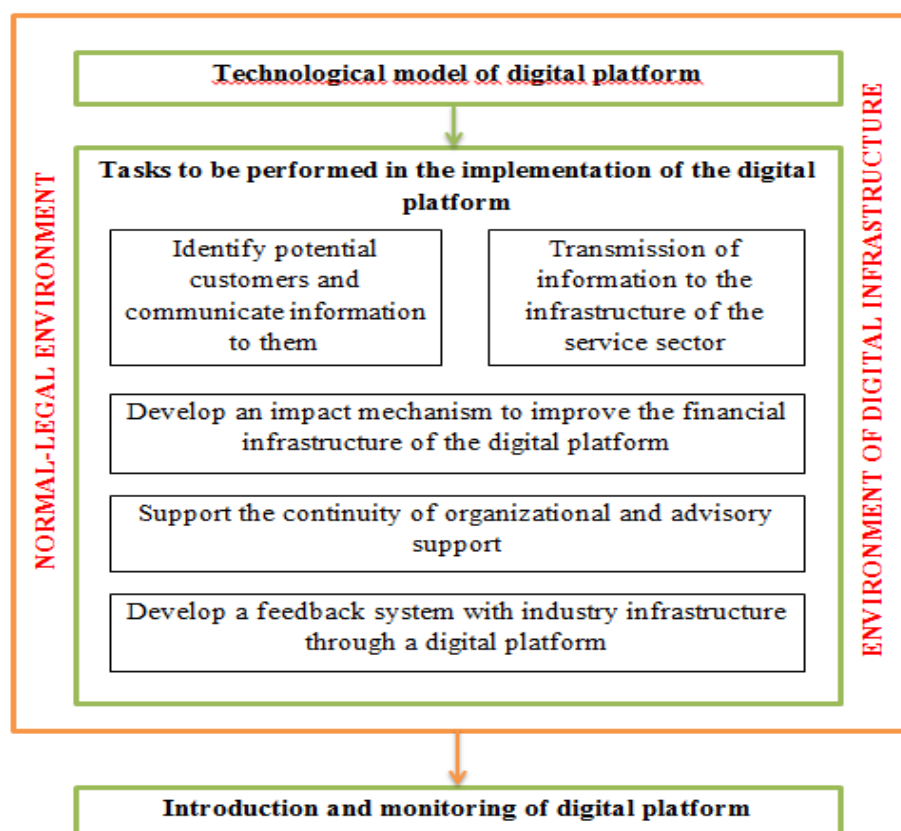


Figure 3. Model of introduction of digital platforms in the service sector⁸

The implementation of the model shown in Figure 3 is a promising approach of strategic importance, which will not only reduce the cost of resources and time in the digital market, but also improve the communication policy of the digital market and expand the scope of activities.

DISCUSSION AND CONCLUSION

In conclusion, a number of factors can be cited as the main priorities for entrepreneurs in the use of digital marketing technologies in their activities. These include the fundamentals of digital technologies, concepts and approaches to consumer behavior, namely: ROI, brand promotion through social media, social media criteria, working with consumers' personalities, brands communicating live through social digital platforms, not live communicate with.

Although our national practice today understands the relevance of digital platforms, it can be seen that a number of aspects are not taken into account in developing a mechanism for influencing consumers through them, for example: incomplete feedback, incomplete provision of information to consumers, and so on. This suggests that the tasks that digital platforms have to perform are one-sided.

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INDIA: NEED OF THIRD GENERATION HUMAN RIGHTS

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ABSTRACT

This study is an itinerant exploration into dimensions, and perceptions of human rights in terms of delving into the areas of human rights which are less thought about and less spoken too. India, the world's most populous democracy, has a vibrant media, active civil society, a respected judiciary, and significant human rights problems. This paper focuses on need of third generation human rights in India that would include, Right of Life during Imprisonment , Transgender Human Rights and Human Right for prevention against Family Honor killing to name a few.

KEYWORDS: *Third Generation Human Rights, Need, India*

INTRODUCTION

Preamble

Human being is the beginning and end of every organized society within the state or within the international community. Hence the realization of human rights should be the goal of every state. The subject of human rights has been evoking public interest all over the world. The interest in the subject is not only confined to the people of upper circle concerned with the affairs of the state. But a large number of people in various walk of i.e., academics lawyer and social workers have been taking active parts in promoting the cause of human rights.

The interdependence of human right democracy and development is broadly considered to be valid. Liberty, freedom of dissent, rule of law and all other matters which go to constitute human rights are necessary so that democracy should be maintained. This was so clear after the World War II that United Nation was found with two objects, not with one; the first object was to prevent war in the future; and the second object was to protect and promote human rights. The entire history of the World War II indicated the importance of human rights without which no democracy was possible, no freedom was possible.

Any reference to India often includes superlatives, such as the world's largest democracy, the second fastest growing economy and the second most populated country. India has managed to convince the world's diplomatic community of its status and has become one of the leading

voices in the United Nations, which was reflected in the UN Human Rights Council elections. India secured the maximum number of votes among the Asian countries in the election to the Council.

Based on this, the government of India projects the country as being a model to several other countries concerning the rule of law and human rights standards. This, however, only applies if the comparison is limited to India's immediate neighbors, such as Nepal, Burma, Bhutan, Pakistan, Bangladesh, Sri Lanka and Afghanistan. Economic growth is, however, not an indicator of the improvement of the rule of law and human rights standards in India, even though the government claims otherwise. In this paper the untapped or rather less thought of human rights areas in India are being discussed and proposed.

REVIEW OF LITERATURE

PUCL-K (2003) states that the Indian constitution recognises only two genders: male and female. **Hijras** have no space in it. The movement for sexuality minorities in India, even in its second decade, has confined itself to advocating the rights of only gay, lesbian, and bisexual people. The reluctance of the gay, lesbian and bisexual movement to take aboard the concerns of transgender people and others who don't identify as lesbians, gays, or bisexuals arguably flows from the larger mainstream discrimination meted out to the hijra community in India due to their non-conformist gender identity and class marginalisation.

This reluctance is now being questioned by the increasing demand of the hijra and kothi communities to be considered an integral part of the sexuality minority movement. This is reflective of a global shift in the discourse of queer politics from issues of sexual orientation to issues of gender identity. The prevailing civil laws for marriage, adoption, inheritance, property, insurance, pension, gratuity, housing etc. deny space for sexuality minorities, as they recognise only heterosexual marriages and families as legitimate.

Non-recognition of gender (after sex change) makes it impossible for hijras to avail employment opportunities, education, housing, health facilities, property rights, marriage rights, ration cards/passports/voter identity cards etc. Most kothis face sexual harassment at workplace from male colleagues. These situations leave hijras/kothis with very few choices, and many choose sex-work for a living. Living is hell for all sex workers (including hijras, kothis, men and women) as the Immoral Trafficking Prevention Act (ITPA) criminalises sex-work and gives enormous powers to the police to harass, abuse, rape, torture, and extort money from sex-workers.

The Asian Centre for Human Rights estimated that between 2002 and 2008, over four people per day died while in **police custody**, with "hundreds" of those deaths being due to police use of torture. According to a report written by the Institute of Correctional Administration in Punjab, up to 50% of police officers in the state have used physical or mental abuse on prisoners. Instances of torture, such as through a lack of sanitation, space, or water have been documented in West Bengal as well.

In his World Report 2001, Kenneth Roth states in the chapter about India that impunity for abusive policing remains a pressing concern in India, with continuing allegations in 2010 of police brutality, extrajudicial killings, and torture. While some policemen were prosecuted for human rights abuses, legal hurdles to prosecution remained in place and long-promised police reforms remained in draft form or unimplemented. Alleged perpetrators use political influence,

corruption, and intimidation to obstruct investigations, delay proceedings, discourage plaintiffs, and ultimately escape prosecution.

As instances of ‘**honor killings**’ are reported with alarming — and increasing — regularity across the country, a research paper to be presented at an international conference in London by some Indian jurists on crimes against women next week suggests that the total number of such killings could be well over 1,000 every year in India. The research paper titled ‘Social-legal perspective of forced marriages’, prepared by Chandigarh-based senior lawyer Ranjit Malhotra, an alumnus of the University of London and dealing with cases of intercontinental marital disputes and custody of children, says that at least 900 incidences of honour killings’ take place in three states alone — Punjab, Haryana and Uttar Pradesh — every year.

“Honor” killings of women and girls continued in 2010, mostly in the northern states of Haryana, Punjab, and Uttar Pradesh. Khap panchayats (unofficial village councils) issued edicts condemning couples for marrying outside their caste or religion and censured marriages within a gotra (kinship group) as incestuous even though there was no biological connection. To enforce these decrees, family members threatened couples, filed false cases of abduction, and killed spouses to protect the family's "honor." Some local politicians and officials were sympathetic to the councils' edicts, implicitly supporting the violence.

Objectives

The aim of this paper is not to produce a bullet-pointed list of conclusions about third generation human rights. Its aim, rather, is to take a snapshot of what is required around the use of these rights in India, with the hope that doubts, confusions, and beliefs we encounter along the way will emerge as sources of learning for all of us. And that these observations will guide us in finding pathways of social change that will make the circumstances with which this paper began something we can expect, rather than simply imagine.

Research Methodology

The research paper attempts to explain the concept of human rights and seeks to examine need of newer human rights in areas untouched or less explored. In order to propose these aspects, we have adopted the standard methodology generally followed by the social scientist particular political scientist. The present study is an explanatory descriptive and analytical in nature and based upon primary and secondary sources. For the collection of data we have mainly relied upon the report of government as well as non-governmental organization, books, journal magazines and newspapers etc.

Discussion

The area of human right is very vast and expanding. Apart from the enforcement of fundamental rights in the Indian context, it also contains such economic rights as right to health, freedom from hunger, women’s rights etc. In addition to the traditional classification of civil and political rights, economic, social and cultural rights were added to it in 1966. Additional human rights such as human rights to compensation resulting from natural disasters such as floods, cyclones, volcanoes, earthquakes etc. continue to be proposed.

Among the new human rights, mention is of peace, development, environmental protection and the benefits stemming from the common heritage of mankind etc. The new human rights are also known as the third generation human rights. The above review of literature gives us an overview

about some of the areas where the Human rights in Indian system need to be reformed. In this paper a selected few according to the need understood are being presented. The areas of concern can be identified as

A) Right of Life during Imprisonment

B) Transgender Human Rights

C) Human Right for prevention against Family Honor killing.

Third Generation Human rights

A) Right of Life during Imprisonment

Through the creative interpretation of the fundamental rights and a great understanding of the International Human Rights standards, a great deal of human rights jurisprudence has been developed by the Supreme Court of India. Moreover, it has attempted to strike a balance between the liberty of citizens (the most precious of all fundamental rights) and the social interest in the maintenance of peace and law and order. But still there is a need for modification of the situation and thereby the agency of criminal justice system namely the police to protect the human rights of citizens and fulfill the objective of welfare state.

There should be regard for civil liberties and human rights. The most important transition that merits urgent attention hinges on the attitude of the average policemen in their day-to-day work. It is here that the leadership has to pull their collective weight in bringing first the attitudinal change of Police in their actions as well as their thinking. The changes like that in arrest procedures in the law in relation to the specific issues of the Human Rights abuses are urgently needed.

Modernization of the police work, better investment in the terms of overall organisational reform and so on must be put on a national agenda. In such a scenario, the law enforcement can be made effective without discarding the reasonable and minimum standards of Human Rights provided by the Constitutional provisions relating to fundamental rights and national and international policies and treaties on the Human Rights [45].

To make this task really a possibility a great amount of social awareness coupled with the self-awareness on the part of the police personnel is a primary pre-requisite. In specific cases related to arrests and other offences also where there is a scope for the misuse of police power the abuse of police power can be stopped by Transparency of action and accountability. These two steps are perhaps the possible safeguards which our Courts and legislature must insist upon.

Attention is also required to be paid to properly develop work culture, training and orientation of the police force consistent with basic human values. Training methodology of the police needs restructuring at the very implementation level. The force needs to be infused with basic human values and made sensitive to the constitutional ethos. Efforts must be made to change the attitude and approach of the police personnel handling investigations so that they do not sacrifice basic human values during interrogation and do not resort to questionable forms of interrogation.

Under existing circumstances, policing suffers badly from the practice of custodial torture. This practice, along with issues like corruption, ineptitude and political interference, has resulted in the local police being feared by the ordinary people. The impression about the local police is often worse than that of a criminal. In common conversations the image of police is such that a

police officer is often referred to as the criminal's associate or the uniformed criminal. Ordinary people avoid going to police

B) Transgender Human Rights

What became apparent in the course of our study is that discrimination against hijras and kothis is embedded in both state and civil society. The violence that this community faces is not only due to the state but also has deep societal roots. As has been argued in the course of the paper, wider change is premised on changing existing social relations. Any proposal which tries to ensure that the dignity and selfhood of kothis and hijras is respect has to deal with a complex reality in which class, gender and sexuality play a crucial role.

Apart from shifts in class relations, change would also crucially hinge upon overturning the existing regime of both gender and sexuality that enforces its own hierarchies, (e.g. heterosexuality over homosexuality), exclusions (e.g. hijras as the excluded category) and oppressions. While keeping in mind this wider context, a human rights approach has to deal with the various institutional contexts and think through ways in which change can be brought about.

C) Human Right for prevention against Family Honor killing.

Killing of women on the basis of family honor is considered one of the forms of discrimination against woman and is a serious violation to her basic human rights. Yet it is a phenomenon that continues in the Asian world. It is a reflection of various social, psychological, economical and cultural factors.

Honour killing is defined as a death that is awarded to a woman of the family for marrying against the parent's wishes, having extramarital and premarital relationships, marrying within the same gotra or outside one's caste or marrying a cousin from a different caste. Honour killing is different from the dowry deaths that are also a very common practice in India as, in the case of dowry deaths, the perpetrators of that action claim that they have not been given enough material rewards for accepting the woman into the family.

We have had a tradition of honour killing. This tradition was first viewed in its most horrible form during the Partition of the country in between the years 1947 and 1950 when many women were forcefully killed so that family honour could be preserved. During the Partition, there were a lot of forced marriages which were causing women from India to marry men from Pakistan and vice-versa. And then there was a search to hunt down these women who were forced to marry a person from another country and another religion and when they returned 'home' they were killed so that the family honor could be preserved and they were not declared social outcasts from their region.

Now, there are various reasons why people or family members decide to kill the daughter in the name of preserving their family honour. The most obvious reason for this practice to continue in India, albeit, at a much faster and almost daily basis, is because of the fact that the caste system continues to be at its rigid best and also because people from the rural areas refuse to change their attitude to marriage. According to them, if any daughter dares to disobey her parents on the issue of marriage and decides to marry a man of her wishes but from another gotra or outside her caste, it would bring disrepute to the family honour and hence they decide to give the ultimate sentence that is death to the daughter.

Now as has become the norm, the son-in-law is killed as well. Sociologists believe that the reason why honour killings continue to take place is because of the continued rigidity of the caste system. Hence the fear of losing their caste status through which they gain many benefits makes them commit this heinous crime. The other reason why honour killings are taking place is because the mentality of people has not changed and they just cannot accept that marriages can take place in the same gotra or outside one's caste. The root of the cause for the increase in the number of honour killings is because the formal governance has not been able to reach the rural areas and as a result. Thus, this practices continues though it should have been removed by now.

There are various misconceptions regarding the practice of honor killing. The first misconception about honor killing is that this is a practice that is limited to the rural areas. The truth is that it is spread over such a large geographical area that we cannot isolate honor killings to rural areas only, though one has to admit that majority of the killings take place in the rural areas. But it has also been seen recently that even the metropolitan cities like Delhi and Tamil Nadu are not safe from this crime because 5 honor killings were reported from Delhi and in Tamil Nadu; a daughter and son in law were killed due to marriage into the same gotra.

We need to have stricter laws to tackle these kinds of killings as this is a crime which cannot be pardoned because. Humans do not have the right to write down death sentences of innocent fellow humans.

CONCLUSION

To conclude, the suggestions and recommendations enumerated above are not exhaustive. Many other have been suggested throughout the study. There may be many more. "Every day we see how discredited human rights and United Nations itself would be, in the eyes of the world, if the declarations, covenants, charters, conventions and treaties that we draft in order to protect Human Rights remained theoretical or were constantly violated. Human Rights should therefore, be covered by effective mechanisms and procedures to guarantee and protect them and to provide sanction". Undoubtedly several efforts have been made and suggested in the direction of better protection of human rights at different for as in India.

This scenario leaves much to be desired as it runs counter to two basic premises of universal human rights. First, that all human beings have these rights, by virtue of their being so, and that these are universal, irrespective of any irrelevant (mostly) 'man'- made distinctions. Second, that human rights shield the powerless from the powerful, including minority from the majority.

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PROBLEMS OF MODERN RUSSIAN LANGUAGE TEACHING IN PRIMARY UZBEK SCHOOLS

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ABSTRACT

The article is devoted to the modern problems of teaching Russian in primary Uzbek schools, whose language of instruction is Uzbek. In addition, the article discusses the main trend that characterizes the initial learning process in a modern school, is the orientation of the entire learning process not only to communicate knowledge and instill children with skills and abilities, but also, above all, to develop the personality of students. In this regard, it is clear that the special importance of taking into account the mental characteristics of children of primary school age: after all, it is in the primary classes that the foundation for the formation of a new person is laid, the basis for the subsequent assimilation of knowledge and skills is created. And also the article talks about the main stages of practical assimilation of the Russian language by primary school students. And the article also provides for the most problematic and difficult topics for schoolchildren as a complex expression of grammatical meanings in the ending; the case system; the presence of changeable parts of speech; the presence of prefixes, suffixes, endings in the structure of the word; the category of the type of verbs; unidirectional and multidirectional verbs of movement.

KEYWORDS: *Methodology, System Of Teaching And Upbringing, Problems Of Teaching, Aspects Of Teaching, Grammatical Meanings In The Ending; Case System; Presence Of Changeable Parts Of Speech; Presence Of Prefixes, Suffixes, Endings In The Structure Of The Word; Category Of The Type Of Verbs;*

INTRODUCTION

Today, we are very noticeably aware of the general trend of a decline in the quality of teaching Russian in schools and other educational institutions. We can identify a number of factors that explain the insufficient quality of teaching Russian in national schools. It is known that in the 1990s, de-Russification began in Uzbekistan, and as a result, the Russian-speaking population began to leave our country.

For us, Russian has become the only foreign language studied in schools and universities of the republic, the number of hours devoted to its study has significantly decreased. Including the number of educational institutions: secondary schools, colleges, universities with Russian language teaching have also sharply decreased. For this reason, a number of changes are being made in our country today to develop Russian as a foreign language. From the beginning, we

need to start improving the educational process in teaching Russian in primary schools with new ideas and as soon as possible. Russian language teaching experience suggests that the problem of fluency in the Russian language will not be solved without the practical orientation of teaching primary school students and until students in the lower grades acquire strong skills of correct, conscious, fluent and expressive reading. To do this, it is necessary to pay special attention to primary school education when children are interested in studying. Another big problem is that some teachers are not able to bring new material to students, so students will not be able to assimilate the necessary knowledge base of primary school, and they gradually lose interest in the Russian language. Classes in elementary grades should ensure the unity of grammatical and lexical work that link all types of speech activity, and should also be full of new game methods that will help students in mastering the topic being studied. It is necessary to form students' skills of expressing thoughts in different forms in the classroom. It helps a lot to talk about illustrations or descriptions of the picture. And also, when developing coherent speech, translations of small texts from the native language into Russian and the compilation of dialogues on a given topic help well.

Primary classes are considered one of the most important links of the public education system, and therefore attract special attention from teachers. In recent years, programs, textbooks have been improved, new teaching aids have been released. In this regard, special attention is being paid to the training of primary school teachers.

The main stage of practical assimilation of the Russian language by students is primary school. Psychologists have proven that at primary school age, children master a non-native language much faster and better, it is easier to overcome the language barrier. Since the task of teaching the Russian language falls on the shoulders of an elementary school teacher, high demands are placed on him. First, a primary school teacher should be fluent in Russian, know it perfectly theoretically and practically. Secondly, the teacher should know well the psychology of mastering a non-native language, the specifics of the school in which he works, take into account the interfering influence of the native language of students. In practical teaching of the Russian language, the selection of the necessary speech material, its location, provision, repeatability of words, samples of sentences, grammatical forms is of great importance. At the same time, the leading role belongs to the selection of sentences of the main unit of speech communication, their use in context, since all aspects of the language (vocabulary, phonetics, grammar, spelling) are practically repeated in the sentence. Thus, working on a sentence is the main form of language acquisition. However, the practical orientation of teaching does not exclude the study of grammar elements that generalize certain linguistic phenomena. Skillfully selected grammatical information, rules help students in practical language acquisition.

The most problematic and difficult topics for schoolchildren when learning Russian as a foreign language are the complex expression of grammatical meanings in the ending; the system of cases; the presence of changeable parts of speech; the presence of prefixes, suffixes, endings in the structure of the word; the category of the type of verbs; unidirectional and multidirectional verbs of movement.

When studying and fixing these topics, different types of exercises are offered. These topics are considered very difficult for elementary grades and are offered to be studied only by senior classes. And also the greatest difficulty in learning Russian as a foreign language on the part of schoolchildren is an equivalent vocabulary that does not exist in other languages and cultures.

There are significant reasons that lead to certain problems when learning Russian as a foreign language. They are related to the peculiarities of the phonetic, grammatical and lexical level of the Russian language. Therefore, when teaching Russian to schoolchildren, the probability of such problems must be taken into account in order to reduce them, as well as to achieve the highest result in the study of the material by schoolchildren and the use of their acquired knowledge for communicative purposes.

The main trend that characterizes the initial learning process in a modern school is the focus of the entire learning process not only on imparting knowledge and instilling skills and abilities in children, but, above all, on developing the personality of students. In this regard, it is clear that the special importance of taking into account the mental characteristics of children of primary school age is clear: after all, it is in the primary grades that the foundation for the formation of a new person is laid, the basis for the subsequent assimilation of knowledge and mastery of skills is created. The primary school is designed to provide all children with the necessary level of intellectual development, to give elementary knowledge of the basics of science, to form their initial educational and general labor skills and abilities, to arouse interest in artistic and human creativity. To meet the individual needs of students, to develop their creative abilities, individual programs are introduced, extra-curricular activities and electives, schools are created for technical classes and electives, schools (classes) are created with in-depth study of individual subjects, gymnasiums and lyceums. According to Sh. A. Amonashvili, a child already from birth inherits the ability to speak, to master speech. A two-year-old child already communicates with others. He could speak two or three languages at once if the people who care for him and educate him formed different environments for him. So, if the mother spoke to the child in Georgian, the father in Russian, the grandmother in English, then the child would easily begin to speak with each of them in the language in which they speak with him, without confusing languages and not even understanding at first that he speaks different languages. Such examples are not uncommon in our reality. Why does it become more difficult for children older than 8-11 years to master a second language? The fact is that by the age of 6-8 years, the child freely masters speech in his native language, communicates freely with people, and the unique properties inherent in the mechanism of the ability to speak freeze (!), since they have already ensured the viability of the organism in the environment and their purpose for the body is exhausted. The other 10 years are learned no longer on the basis of the innate properties of the speech function, not by themselves, but in the process of purposeful learning and learning based on the action of memory, languages after thinking, will. For the successful assimilation of program material in the primary grades, the student must have a relatively high level of observation, voluntary memorization, and organized attention; be able to analyze, generalize, reason. As shown by special studies of children 7-9 years old, they have real opportunities for this. All cognitive processes occurring in younger students are specific. Knowing them is necessary to make learning more rational and effective. In the psyche of a child of 7-9 years old, the processes of direct cognition of the surrounding world of sensation and perception are developing especially actively. Along with sharpness, freshness, brightness, concreteness and figurativeness, the most characteristic feature of the perception of younger schoolchildren in his small classes is a closely general "grasping" of an object and phenomenon. Children have their own weakness of in-depth, organized and focused analysis during perception.

Perception in primary students is associated with actions. And they perceive basically what is close, accessible and interesting to them, therefore their perception is emotional, impulsive.

Hence, another feature of the perception of younger students is that visual, bright, living things are perceived better, more emotionally than, for example, symbolic and schematic images, “neutral material”. Gradually, in the process of properly organized learning, their perception becomes purposeful and manageable, more analyzing, differentiating, and takes on the character of observation. In this regard, the proportion of comparison increases, while the process of observation includes an explanation and assessment of what is seen, thereby actively developing speech. Visualization at the initial stage is used in the semantization of words and expressions (mainly subject pictures), teaching pronunciation (auditory clarity, showing articulation), setting up exercises for the development of speech (plot and situational pictures). Listening to tape recordings of Russian syllables, words and sentences is especially important for rural schools, where sometimes the Russian language environment is completely absent and children hear Russian only from the teacher. Tape recording thus provides another source for teaching pronunciation by imitation. However, imitation is not the most effective technique for teaching pronunciation. Much more effective is auditory-visual imitation, when children perceive sounds by seeing the face of the teacher, following his articulation. And, finally, the most effective is the accompanying auditory-visual imitation with a description of the articulation of a particular phoneme, comparing it with the phoneme of the native language (linguistic visibility). From this point of view, phonetic tables “Speak correctly” for elementary grades serve as an effective tool (authors K. S. Koblov, A. K. Dalimov). Not due to the fact that the age peculiarity of younger schoolchildren is the weakness of voluntary attention, its low stability, in the elementary grades frequent transitions from one task to another are bypassed.

A variety of types of work stimulates the stability of attention, short pauses relieve fatigue in children. In children 7-9 years old, there is an age-related relative predominance of the activity of the first signal system, therefore, visual-figurative memory is more developed than the so-called verbal-logical. The foregoing explains the fact that younger students are prone to rote memorization and repeated repetition of perceived material. The imitation of many actions of children's utterances is memorization and is an important source of success in initial learning. Due to the underdevelopment of speech, it is easier for children to reproduce something verbatim than to convey the general meaning in their own words. That is why the teacher is obliged in every possible way to stimulate the development of the semantic memory of students, to teach them to break the material into semantic parts, to highlight the main thoughts, to draw up a logical plan of the text, to modify it, to present it in your own words. The thinking of primary school students is characterized by a change in it in the learning process. Analytical-synthetic activity at the beginning of primary school age is basically elementary. However, by the end of the 4th grade, students, with proper training, can rise to a higher level of mental analysis (for example, in the phenomena being studied, they learn to highlight the essential features and properties of objects). A specific feature of the psyche of younger schoolchildren is also that, joining the knowledge, they continue to play. At the same time, the naive-playful nature of cognition reveals enormous formal possibilities for the development of children's intellect (memorization function).

Thanks to the playful approach to the environment, children easily master complex mental operations. The same age feature gives space. The same age feature gives scope for training the formal side of thinking, largely determines the naturalness, immediacy, ease of assimilation of various impressions. Appeal to the game contributes to solving the problem of continuity between school and kindergarten. In the guidelines for the Russian language textbooks for the

primary grades of the Uzbek school, the game is considered as a means of teaching and developing speech. The main purpose of games is the development of comprehension and speaking skills. However, gaming exercises should not be abused.

Game and entertaining elements are positively evaluated by children when they are given within training sessions and facilitate hard work. Therefore, if in the 2nd grade the teaching side of the game is veiled, hidden, then in the 3rd-4th grades the didactic aspect of the game comes to the fore. In other words, a reasonable combination of all types of games “working” for language acquisition is considered legitimate (games - staging, role-playing, round dance, outdoor games - competitions); from learning in the game, students should gradually be included in real situations. The game, along with a generalizing conversation, dialogue, work on the text (short story, fairy tale, poem, song) should be one of the components of the lesson. So, children in elementary grades should play, but not flirt.

The success of classes is also increased through the use of dolls, toy utensils, furniture, doll clothes, and especially various crafts made from plasticine, paper, and natural materials made by the students themselves as visual aids. Here, probably, one of the interesting regularities arising from the studies of I. M. Sechenov, B. G. Ananiev, A. V. Zaporozhets, L. F. Fomina, namely: the feasibility of a more active use of the body's reserves at the initial stage of work, in particular, touch, sensations.

The problem of the pace of speech is closely related to the problem of the pace of work. It has been experimentally established with a slow pace of oral speech, its understanding significantly worsens (O. V. Polozhishnikova), apparently due to the distractibility of attention. On the other hand, the normal pace of foreign language speech seems too fast for students, especially if the language material used in the speech is not yet firmly fixed. Therefore, when teaching speech perception by ear, it is necessary to vary the rate of speech depending on the difficulty of the material contained in it. In general, the methodological system of the initial teaching of the Russian language is based on the consciously - communicative principle of teaching. He aims at such an organization of the educational process, in which, on the one hand, a conscious assimilation of linguistic and speech material by students is achieved, and on the other hand, it comes to the fore as a means of communication.

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THE ISSUES OF LINGUATHERAPY IN QURAN

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ABSTRACT

This article deals with a study the data of ayahs of the Quran can cure the disease either physically or spiritually. Normally, physical illnesses treated by doctors who are professional in their field. However, the spiritual diseases such as trouble and magic genie need people who are experts in the field of Islamic medicine. Meanwhile, both types of diseases can be cured by using Quran verses. The article also dedicated to the research methods by analyzing cells vibration of human body.

KEYWORDS: Diseases, Quran ayahs (verses), Evidence, Cure, religion.

INTRODUCTION

From ancient years, people realized the need of superstition in natural events. Therefore, they began to worship the mysterious invisible power. That eventually brought to religious views and religions' evolution. These are the points of some materialists. In XIX centuries the theoreticians Eduard Bernett Taylor (1823-1917) and Herbert Spenser (1820-1903) pointed out the conception of "animism"[6], on the other hand archeologist John Lubbock (1834- 1913) suggested "fetishism". Meanwhile, Max Muller (1823-1900) suggested that, religions comes from "hedonism"[8], and folklorist Wilhelm Manhart (1831-1880) proposed that, religions began with "naturalism"[7]. [11]

According to the ideological point of view, religion is the main clay of the imagination of God sayings. The scientists of medieval Central Asia erected some ideological hypothesis about evolution of life in the Earth. According to the philosophy of the Abu Nasr Al Farabi the space consisted of one reality. Reality of agelong. This reality called Allah, other realities are permissible, and those realities comes systematically toward the substance. [4] (Features of issues). Avicenna also mentioned Former as absolute. He rejected absolute by the noopathic meaning of emanation, however he explained that beginning from the initial aloneness to plural creatures.[2]

The main source ideological hypothesis of appearance of the World life had been given on the holy Quran. In this case, we decided to present the ayah from Holy

وَالْأَرْضَ ضَالَسَمَاوَاتٍ خَلَقَ الذِّيَّاءُ لَيْسَ

وَهُوَ بَلَمِنَا هُمِ خَلَقْنَا عَلِيْقَادِرٍ

٨١ ﴿الْعَلِيمُ الْخَلَّاقُ﴾

Quran.

Isn't the even One who created the heavens and the earth able to create something similar yet? Yes, **(One)** is (the only reality) Creator and Knows Very Well. (81)[9]

شَيْئًا أَرَادَ إِذَا أَنْ أَمْرُهُنَّ مَا

فَيَكُونُ (٨٢) ﴿كُنَّا لَهُ يَفْعُولُ﴾

When **(One)** desires something, **(One's)** command is just the word: "Be!". And it immediately comes true. (82)[9]

Quran motivated the main source of knowledge's for all the earth-bound science that were developed by the scientists of Central Asia. Medicine also developed by Avicenna and based on the approximation of holy ayahs, given in Quran.

Sometimes modern medicine is too weak to treat physical and spiritual illnesses, because of the renovating viruses. It is admirable that some healer who uses Quran verses can cure incurable diseases. Muslims can explain this incident with one expression- Illness will be given by Allah for examine people and (Lord) is the one who can give the cure. Thus, every aspect including curing diseases through Quran verses also has scientific explanation. Our investigation based on psycholinguistic aspects linguaphenomenon. We would try to express all data through the influence of sayings (verses/ayahs) to the mind of humanity. So why do we need “words” or “expression” from Quran in order to have a cure?

In this research, we are going to find answers to this important and incomprehensible question. All disease, hypertension, blood disease, diabetes, gastritis, heard disease can be cured by modern medicine by the way of therapy and surgery but they are nonsense without self-suggestion to extraneous power (healer-creator Lord).

يَا أَيُّهَا النَّاسُ قَدْ جَاءَكُمْ مَوْعِظَةٌ مِّن رَّبِّكُمْ

وَشِفَاء لِّمَا فِي الصُّدُورِ

O mankind! There has come to you a good advice from your Lord (i.e. the Qur'an), and a healing for that which is in your hearts.^[39]

وَنَزَّلْنَا مِنَ الْقُرْآنِ مَا هُوَ شِفَاء وَرَحْمَةٌ

لِّلْمُؤْمِنِينَ

And we send down from the Qur'an that which is a healing and a mercy to those who believe ... [9]

The Muslim who read these verses of Holy Quran can establish subconscious that helps him/her to stimulate spiritual changes.

Methods and materials

When we told about medicine of Avicenna, it is important to express the main theory of him: “Three main weapons of physician are *words*, *herbs* and *edge*”.^[3] Avicenna tried to explain the power of *word* mentioning it to the first stage whenever *herbs* and *edges* to the next stages. This theory was paraphrased from Quran “By the name of Gracious and Merciful Allah” –



As we know every Muslim tries to make everything expressing the name of God. By the way it is very important to understand that the phrase (Bismillahir rohmanir rohim) gives some motivation them on doing everything correctly. The name of supreme power settled in the spirit of every Muslim, who believed to these three “words”. What evidence can we offer to those who want to get cure from verses of Holy Quran. Inasmuch as, answering the question, methods literature and data were analyzed with document analysis method used in this research.

Firstly, Islamic medicine developed from Prophetic Medicine (*al-Ṭibb al-Nabawī*). This period includes herbal lore, hygiene and dietary practices and exercise regimes. Surely, Quran was the main source of his medication. Quran is the holy words of God, collected in verses.

There are some words *syifa* 'which prove that the Quran is the source of medicine for all diseases. Evidence of the Quran can cure disease through the Word of God says one of them is: “And We send down from the verses of the Quran something that can be *syifa*’ (cure) and a mercy to those who believe and the Quran did not increase loss than those who do wrong.” (Surah AlIsra: 82). [9]

Quran is medication and healing for the physical and spiritual illnesses such as mental illness or disorder spirits and magic. Healers use a certain verses for curing diseases. Mostly they use Surah “Qaaf” (16-45), “Ah-Qaaf” (21-28) and “Sood”(34-61) for diseases associated with bone such as joint pain, bone fractures or spinal pain, Surah “Al-Buruj” (1-22) often read to cure patients with acheson stomach such as gastritis or disease associated with colon or small intestine. Surah “Al-Israa”(40-55) for patients suffering from heart disease, clogged blood vessels and heart cavities, “Al- Anfal” to hospital infection/virus and also serves as antibiotic drugs, “An-Nahl” to give strength or energy to the patient. Strength both physically and in terms of the strength of the internal or spiritual. Surah “Al-Anbiya”, “Al-Qasas”, “Al-Ma'idah”, “An-Naml” disease like diabetes, high blood pressure, stroke and others.

Doctors analyzed the treatment of Quran verses by selecting patients from two separate health centers in Yemen, namely the Al-Amal Psychological Hospital and the Al-Iman Center for Prophetic Medicine. In this case, 121 responded patients during 2 months were cured according to quantitative methodology. The process of treatment started with listening to Quran verses in 20 minutes. After having a rest 30 minutes, they were asked about their cases and how to feel after session. Analyses showed that, cure of medical procedure with the harmony of Quranic treatment helped them in 53 percentage.

Discussion

Many experiments will be done on analyzing of Quran verses' cure. When we are alive in the world as a baby, so close your eyes, diseases lurk life every time. Everyone suffered from either

mild or severe disease during his or her life. The common disease experienced by everyone, including fever, headache, cough and colds. Indeed, the disease is a test from Allah for us to return to Him. If one reads the Quran, reading Quran verses sound waves can make a person's heart becomes quiet when hearing it. This is because the positive wave in verses will change the negative aura that exists in a person. In one word micro magnetic impulse formed when sounds Quran. Quran to be as wild and protector of Muslims from bad things like magic and jinns. Thus, if someone reads the Quran, the matter will be avoided. (Rasyid, 2015).

We can also distinguish that, every atom of our cells vibrated at a certain speed. Vibration system of our cells affected by foreign vibration around it. Disease is a negative foreign vibration that damage our cells' vibration system. (al-Kaheel, 2012; Colombos, 2018; Samail, Zaidi, Mohamed, Kamaruzaman, 2018). Quran verses create positive waves that helps to reform broken vibration. Sounds of Quranic verses like a pleasant music that influenced to the spirit of humans.

According to statistical analysis in most Muslim countries, the usage of Quranic therapy heals 80% of patients²³. This therapy is mostly used in curing spiritual and psychological disease.

CONCLUSION

To summarize this research, Quran is the healer both mental and physical disease of human. Generally, the contents of Quran al-Karim apparently has treasures of knowledge and guidance that we can use for any purposes such for medical purposes as "ruqya" (treatment from Quran verses).

The "word" has a power that effectively influenced to the spirit and body. Healers of the world use not only herbs or medicine but also linguathrapy issues. In the past decade, the significance of linguathrapy dominated rather than modern therapy. Because lingua impact has many potentials in curing mental and physical disease. Humans mind send signals to all organs that coordinate immune system. Immune system helps to establish the health of humanity.

Quran verses help to protect humans' body from negative outdoor influences, which stimulate normal vibration of cells. The music of "tilavat" harmonized with the natural vibration of cells, that controlled by our brain.

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HOMOGENEOUS ELEMENTS IN CULTURE AS A RELIABLE TOOL FOR STRENGTHENING RELATIONS BETWEEN THE PEOPLES OF CHINA AND UZBEKISTAN

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ABSTRACT

The article deals with the process of formation of homogeneous elements in the cultures of the peoples of China and Uzbekistan. On the example of folk traditions, it is analyzed how similar values affect the strengthening of mutual trust between the peoples of these countries. Contrary to popular belief that Beijing's spread of its culture in the countries of Central Asia is mainly due to economic interests and ignoring the interests of these countries, cultural interaction shows that there is a complementary relationship between China's interests in Uzbekistan (security, economic, political and strategic interests) and national interests of this country. Beijing's core national interests are related to the interests of development, which is the main factor determining the all-encompassing national strength of the state. Development means economic prosperity, which is the main goal of China's policy to ensure political and social stability in Central Asia. China's cultural spread strategy consists of soft power and development strategy, and diplomacy serves China's development. Uzbekistan is a partner of China's national strategy for the implementation of the One Belt, One Road strategy. It is known that various obstacles may arise in strengthening cooperation between states. Cultural, territorial proximity, similarities in the traditions and values of the peoples of the countries are very helpful in overcoming such barriers. Proponents of soft power theory argue that spiritual and cultural similarities further strengthen ties between nations. Based on these views, the article discusses ways and means of further strengthening friendly relations between the peoples of China and Uzbekistan.

KEYWORDS: Culture, Folk Wisdom, Spiritual Values, Custom, Cultural Enrichment, Tradition, Soft Power.

INTRODUCTION

China and Uzbekistan are long-standing strategic partners. Relations based on mutual respect fully meet the national interests of the two countries and modern requirements. In this context, the dialogue between the peoples of the two countries plays an important role in the history of steadily developing international relations and creates ample opportunities for more effective results in the future.

It is noteworthy that there are many similarities and similarities between Chinese and Uzbek cultures. The traditions and values of the two peoples are distinguished by their antiquity and originality in the East. A striking example of the commonality of cultures of the two peoples is the similarity of unique folk traditions, folklore, music, dance, fine and folk arts and crafts, unique national cuisine and national clothes.

China has always had a huge impact on neighboring countries. His approach to the dissemination of culture can be analyzed in terms of the concept of pursuit of comparative advantage, developed by the famous Chinese economist Lin Yifu. He noted that "comparative advantage considers the competitiveness of a product or industry in the open market." But trying to repeat the American version, with its emphasis on the export of political values and reliance on NGO tools, will not be so easy for China.

In economics, the alternative is the comparative advantage-following approach. It assumes the maximum consideration of the existing potential, learning from more developed competitors, an emphasis on exporting products from industries with comparative advantages. According to Lin Yifu, this path opens the way for developing countries to reach the forefront of development.

The Chinese emphasis on the cultural basis of "soft power" indicates a desire to use "comparative advantages" and make the best use of existing resources. In this case, China gets a chance to increase the global influence of its culture and get closer to the world leaders in the cultural industry. Moreover, if the Chinese "soft power" strategy based on the strategy of taking into account comparative advantages is successful, this experience in itself can become a source of "soft power" in the eyes of other countries seeking to find their own way to increase their non-powerful influence in the outside world. In fact, the Chinese approach to cultural dissemination is based on soft power, a persuasive approach to international relations that usually involves the use of economic or cultural influence. This is especially evident in the activities of the Confucius Institutes, which disseminate the Chinese language and culture, organize and conduct events that promote traditional Chinese culture, contribute to raising China's status in strengthening mutual cooperation on the world stage.

In this regard, the problem of mutual understanding is actualized in the structure of intercultural competence, since in many practical situations of communication an individual is faced with the fact that his words and actions by a partner are incomprehensible, "do not reach" him, that is, in the process of communication, some difficulties and obstacles arise. They interfere with mutual understanding and interaction between partners, disrupt the process of effective communication and can lead to conflict situations. As a rule, the difficulties that arise are related to the degree of intercultural differences between partners, which cannot be eliminated immediately in the process of communication. Such communication difficulties are usually called intercultural communication barriers, which, due to their practical significance, require special efforts and special knowledge to overcome.

LITERATURE AND METHOD

The problem of intercultural communication in the modern scientific and educational paradigm is actualized as a result of the processes of globalization and integration, which predetermined the formation of a completely new type of thinking, based on the perception of "one's own through someone else's" (M. Bakhtin). Moreover, speaking about the marginal status of modern culture as a whole, a number of researchers directly connect with this the conceptualization of

the "dialogue of cultures" as the basis for research structures in particular, and for education in general. S. I. Sharina emphasizes that "the concept of a dialogue of cultures has become extremely fashionable in modern reality, and in various fields of knowledge - in cultural studies, in art history, in literary criticism as the borderline between art history and philological field, in linguistics, more precisely, in those sections that are related to the problem of "language and culture", as well as in pedagogy related to the education of representatives of ethnic minorities or students who make up multinational teams, both in schools and universities" (Sharina 2003: 511).

Everett Rogers and William Hart (2002), describing the history of international, development and intercultural communication, note the general direction of communication between peoples with characteristic group differences based on different group values and beliefs. They argue that while development and international communication were based on macro level issues (e.g. sociology, national or group programs), interpersonal communication theory and research were the main drivers of intercultural communication.

As is known, work in the field of cultural studies is characterized by an interdisciplinary interest in cultural practices and institutions in the context of power relations of various kinds. As Chris Barker says, "clearing the boundaries of cultural studies as a holistic and unified discipline with well-defined substantive themes, concepts and methods that distinguish it from other disciplines remains a difficult task. Cultural studies is and has always been a multidisciplinary and post-disciplinary field of study, blurring the boundaries between itself and other subjects.

Accordingly, our work incorporates approaches from a wide range of disciplines, including but not limited to sociology, history, literary criticism, linguistics, media, and communication studies.

The need to consider the dialogue of cultures as a type of intercultural interaction, which to a greater extent contributes to mutual understanding of representatives of different countries, actualizes the appeal to the works of M. M. Bakhtin and V. S. Bibler. An analysis of works that allows us to determine that the indispensable conditions for dialogue are the interaction of equal subjects, the achievement of the process of understanding in the course of such interaction, the penetration into the value system of a particular culture, the disclosure of the semantic integrity of cultural boundaries.

In the broadest sense of the word, barriers are defined as problems that arise in the process of interaction, hinder it or reduce its effectiveness. The problem of barriers to intercultural communication has not yet attracted sufficient attention of scientists. The current level of its comprehension is limited only by attempts to classify communication barriers according to various features, which are given different meanings. So, according to one point of view, there are six barriers in intercultural communication:

Similarity assumption (people assume that they are all the same);

- Linguistic differences (people think that words and phrases have only the meaning that they would like to convey);
- Erroneous interpretations of non-verbal actions;
- Influence of stereotypes and prejudices;
- Unconscious tendency to evaluate all unfamiliar cultural phenomena;

- Anxiety and tension due to uncertainty in the behavior of partners in intercultural communication.

Proponents of a different point of view proceed from the fact that all barriers to intercultural communication are divided into two large groups: barriers to understanding and barriers to communication. The first includes phonetic, semantic, stylistic, logical, socio-cultural types of barriers. The second is temperament, anger, fear, shame and guilt, disgust and disgust, suffering, contempt.

Another classification of communication barriers was proposed by Russian researchers S.P. Bobrova and E.L. Smirnova, who distinguish geographic, historical, state-political, departmental, economic, technical, terminological, linguistic, psychological, resonant obstacles. In Central Asia, China wants to establish good neighborly relations with Uzbekistan as a key player in the region. This is evidenced by the author's article by Chairman Xi Jinping "Opening a new bright page in Chinese-Uzbek friendship", published in the Uzbek press on the eve of his state visit to Uzbekistan to participate in the meeting of the Council of Heads of State of the Shanghai Cooperation Organization in 2016. The main message of the Chinese leader is that despite the rather difficult situation in the international arena, the two countries have managed to maintain close and good neighborly relations for many years.

The hardworking, responsible and tolerant peoples of China and Uzbekistan have similar views on family, state and life. 2000 years ago, the Great Silk Road served such noble goals as the establishment of friendly relations, mutual cooperation and mutual enrichment between our peoples. Zhang Qian, Ambassador of the Han Dynasty, Xuan Zang, Ambassador of the Tang Dynasty, and Chen Chen, Ambassador of the Ming Dynasty, came to Uzbekistan on a specific mission at different times or passed through its territory. Al-Khwarizmi, Mirzo Ulugbek, Alisher Navoi and other famous historical figures who grew up in Uzbekistan are well known in China. It should be noted that Chinese and Western cultures intertwine in Central Asia, and Uzbekistan acted as a kind of bridge in this regard. The centuries-old traditions of bilateral relations and friendship still serve as a solid foundation for close good neighborliness and friendship between China and Uzbekistan.

RESULTS

The Uzbek and Chinese peoples have been trading with each other since time immemorial, mutually enriching each other's cultures. The Great Silk Road not only connected the history of the peoples of Maverannahr and China, but also their economic and cultural life, contributed to a deep understanding of the features and similar aspects of the life of local peoples. This contributed to the fact that the lands of the region acted as transit zones for Chinese goods. In Central Asia, Chinese technologies for making paper and iron smelting appeared, and knowledge from Maverannahr about astronomy, geography, mathematics and other sciences penetrated into China.

There was not only an inter-regional exchange of material, but most importantly spiritual values, the mutual influence of cultures and civilizations. During this historical period, he contributed to the emergence on the territory of modern Uzbekistan of a whole galaxy of scientists and thinkers who made an invaluable contribution to the development of world science, culture, literature and civilization in general. Among them are world famous: al-Khorezmi, Abu Raykhan Beruni, Abu Ali ibn Sino, Mirzo Ulugbek and others. The fact that in 2017 a monument to the great Uzbek

poet Alisher Navoiy, who lived in the 15th century, maintaining deep respect and great interest among the Chinese in the culture and humanistic poetry of the Uzbek people.

And today you can see many similarities in the views on life and traditions of our peoples. This is a vivid example, the fruit of centuries-old neighborhood and interaction between the ancestors of the Uzbeks and the Chinese. Both peoples sacredly honor their relatives and value friendship.

Many such examples can be cited. In particular, a common feature in the culture and mentality of the two peoples is respect for elders. This helps to easily establish trusting relationships with people (spiritual traditions).

Another of the similar and mutually understandable features in the behavior of Uzbeks and Chinese is the attitude towards entrepreneurship and the ability to organize trade relations. Visiting the markets and private shops of artisans in both countries, one can see similar features of the culture of trade relations (economic traditions).

The main character traits of the Uzbek family are hospitality and traditionally respectful attitude towards elders. It is important to emphasize this very similar feature of the Chinese people. It has been known for centuries that China has established special rules for respecting elders.

Uzbeks usually live in large families from several generations, so large houses on the ground are preferred. It should be noted that the Chinese also highly value family values. Although the Chinese now live in separate families due to the abundance of skyscrapers in China's multi-million cities, the country's rural population still lives in multi-generational families.

In Uzbekistan, as is customary in China, a significant place in everyday life, as an element of hospitality, is occupied by the tea ceremony. Moreover, brewing tea and pouring it to guests is the exclusive prerogative of the owner. In turn, the famous Chinese tea ceremony and the folk rituals associated with it are known all over the world.

Both in China and Uzbekistan, it is customary to always accept invitations for lunch or dinner and arrive on time. It can be emphasized that there are many similar elements in the culture of the peoples of both countries:

- When going to visit, representatives of both nations would preferably bring souvenirs or sweets for the host's children;
- Usually in both countries people shake hands only with men. A Chinese and an Uzbek greet women and those sitting in the distance, accompanied by a slight tilt of the head;
- During a handshake, both representatives of these nations are traditionally interested in health, the state of affairs at work and at home.
- Shoes are removed upon entering the premises. You must take the seat indicated by the owner. Moreover, the farther from the entrance, the more honorable.

The rituals of the Chinese and Uzbek peoples have evolved over the centuries as a result of a complex process of merging the cultural skills and traditions of all tribes and nationalities that have lived side by side for many centuries. They are very original, bright and diverse. In both peoples, a large number of rites accompany family life and are associated with the birth and upbringing of a child. If among the Uzbeks an important role is played by rituals associated with the birth and upbringing of a child (beshik-tuyi, circumcision), marriage (fatiha-tuy, wedding), a

similar situation is observed among the Chinese. That is, the Chinese are also distinguished by special care and attention to the birth and upbringing of children.

The tradition of brewing a hot drink from the dried leaves of the tea bush - "tea" is so rooted among many peoples of the world, and especially in China and Central Asia. Aroma, taste and the ability to quench thirst have made it one of the most sought after products in everyday life and in international trade. Since the beginning of the 7th century, tea has become the main export commodity from China to Uzbekistan after silk. Both peoples developed the habit of drinking this drink over many centuries, and over time, tea became a traditional drink. In fact, tea drinking has a special place in both cultures. For example, tea in Chinese culture is considered a valuable drink; it is practically not consumed in everyday life. Only at important ceremonies or events do the Chinese drink tea. According to the research of Chinese scientists, they learned to prepare a drink from tea tree leaves in the south of China, and in the north of the country this tradition spread relatively later. As the researchers note, "by the 5th century in China, tea had become so famous that it became an important part of the dowry during marriage. The ceremony of sending tea to the bride by the groom was called "sycha", and the ceremony of accepting such a valuable gift by the bride was called "shoucha". The meeting of guests was called "chali" tea etiquette, official business meetings, where serious issues were discussed, were called "chahui" tea ceremonies. The widespread use of tea among the Chinese people was also reflected in the literary works of that time. For example, the poet Lu Yu (733 - 804) 7, known in China as a connoisseur of tea and glorified as a "deity of tea", wrote in one of his poems: "The habit of drinking tea spread quickly, like the wind."

As for the Uzbek tea drinking, it cannot be called a tradition. It is rather an integral part of the life of every Uzbek or even every person born and living in the East. Uzbek tea drinking, whether it is arranged in a tea house or at home with the family, has the same motifs next to people. As in China, it is the process of drinking tea that brings people together and improves their relationships.

All this gives reason to note that Uzbekistan and China are countries that have many similarities in socio-cultural terms. One of them is hospitality - an indispensable norm for both Uzbeks and Chinese. The Chinese and Uzbek peoples are also accustomed to living in large families, surrounded by neighbors, and taking into account public opinion.

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DISCUSSION

Eliminating the influence of external interference in the spread of Chinese culture in Uzbekistan is a very important task. China's desire to spread its culture widely in Uzbekistan through soft power does not sit well with some Western political scientists. By trying to reduce the influence of China, they are trying to prevent China from becoming a powerful state in the region and in the world. The "China threat" theory was invented by these forces and promoted by them in the media and social networks. In order to reduce the influence of such destructive theories, it is necessary to carry out extensive explanatory work among the general population through the media, to unite the efforts of diplomatic missions, Chinese cultural centers and Confucius institutes.

It is known that in China, as in Uzbekistan, great importance is attached to the expansion of cultural and humanitarian exchange, which contributes to the all-round rapprochement and deepening of mutual understanding between peoples. Both Uzbekistan and China are part of the Eastern culture and civilization.

In this context, I would like to emphasize that all legal and organizational conditions have been created in Uzbekistan for the preservation and development of the original culture and lifestyle of representatives of all diasporas living in our country. Today, there are 138 national cultural centers in the country, including Chinese and Dungan.

Over the years of its existence (since 2001), the Chinese Cultural Center has held many events that have left a noticeable mark on the cultural life of Tashkent and all of Uzbekistan, in the hearts of representatives of various nations and nationalities who took part in them. Amateur creative teams of ethnic Chinese show their skills by performing Chinese national songs and dances. You can get acquainted with the rich culture of the Chinese people, customs and traditions at the exhibitions of national clothes, household items, various dishes of exotic Chinese cuisine held by the Center. The Center also has a special class for learning Chinese, and a Chinese dance circle.

Representatives of the Dungans living in Uzbekistan, as well as representatives of other diasporas, naturally have a desire to preserve their cultural identity. The revival of the Dungan

culture, the preservation and development of the native language are important goals, to achieve which, in November 1990, the Dungan Cultural Center was established in Tashkent. One can note a particularly attentive attitude to the needs of the Dungans, who live compactly in the so-called. Dungan mahallah. For example, the khokimiyat - the local administration of the Urtachirchik district (Tashkent region) and the Karasuv rural mahalla gathering of citizens (Andijan region) always provides all possible assistance in the revival and development of the original Dungan culture of Uzbekistan.

Strengthening mutual understanding between peoples, mutual rapprochement and enrichment on this basis of cultures and civilizations, promoting a deep understanding and respect for the traditions and customs of peoples are among the most important tasks of any state and society.

Today, in this interdependent world, there is not a single country inhabited by representatives of only one nation or adherents of only one faith. All countries are multinational and multi-confessional. All this requires the governments of states to conduct a deeply thought-out ethno-cultural policy within their countries, as well as to expand cultural and humanitarian cooperation and interaction with other countries, which will certainly serve to strengthen mutual understanding between peoples and states.

We emphasize that new trends in the foreign policy of Uzbekistan are based on attaching even greater importance to strengthening cooperation in various areas, including the development of cultural and humanitarian exchange, primarily with the neighboring countries of the region, as well as with neighboring states, including China. who has always been and remains a close and reliable friend, time-tested partner for Uzbekistan.

Today, the ancient and extremely rich Chinese culture has become a bridge connecting Chinese and Uzbek youth. Thousands of young people in Uzbekistan annually decide to learn Chinese in order to join this great culture. At present, the teaching of Chinese is organized in many universities and institutes of Uzbekistan, and its study is very popular among young people.

It is gratifying that China is ready to jointly unlock the potential of young people and intensify contacts between young people of our countries within the framework of the International Forum of Young Makers "One Belt, One Road", the International Youth Entrepreneurship Forum "Building the Dream of the Silk Road", the Youth Exchange Camp of the Shanghai Cooperation Organization, the International youth leadership training. The common goal is for the youth to grow into outstanding builders of the country and the nation and pass on the centuries-old Chinese-Uzbek friendship from generation to generation.

At present, the rapid development of cooperation between the two countries is based primarily on the similarity, closeness and consistency of goals in the principles of their development and foreign policy strategy. In order to bring the two peoples closer together, spread cultures, it is necessary to build trusting relations not only at a high level, close ties between the parliaments of the two countries, but even more it is necessary to bring the peoples closer and strengthen cooperation in the humanitarian, educational, and also in the field of art.

We emphasize that there is a huge untapped potential in the development of relations in the field of education on both sides, and most importantly - great interest among young people. The education market in China is highly valued and respected among Uzbek youth. And grants provided by China play a special role in learning the Chinese language and spreading culture.

The exchange and cooperation in the field of fine arts between China and Uzbekistan is gradually reaching a new level, or rather, increasing every year. Such exchanges are another evidence of the significant potential of bilateral cultural and humanitarian exchanges between our countries.

CONCLUSION

Elements of soft power have become important components of China's foreign diplomacy. Thus, the material and ideological factors of the spread of culture determine China's foreign policy as the country's desire to receive support abroad, based on cultural traditions and through a positive image of the country.

China uses certain opportunities for global dissemination through cultural diplomacy of the Chinese language, educational programs, national cuisine, sports, traditional medicine and animation as tools for influencing China's "soft power" on a foreign audience. The example of China's actions shows that the tools of "soft power" are an effective form of cultural diplomacy and interaction with the external environment.

The study showed that the "soft power" of cultural diplomacy has become an important element of China's foreign diplomacy. Thus, the material and ideological factors of the spread of culture determine China's foreign policy as the country's desire to receive support abroad, based on cultural traditions and through a positive image of the country. Today, more than 1.8 thousand Chinese enterprises operate in Uzbekistan. Among the representatives of the Chinese diaspora there are people who have lived in the republic for more than 30 years, their children were born here and have become independent members of society. In general, the Chinese are gradually adapting to new conditions, they have established friendly relations with the local population, they work shoulder to shoulder with Uzbek specialists and workers. And the similarity and homogeneity of the traditions and values of the peoples of the two countries are an important guarantee of further strengthening the comprehensive strategic partnership between China and Uzbekistan.

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USING DIDACTIC GAMES IN TEACHING ENGLISH GRAMMAR IN UPPER STAGES OF TEACHING

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ABSTRACT

It is apparent that, parents are trying to enhance their children's knowledge horizon and abilities. Due to their busy-time at work, children are believed in schools and other educational establishments. Since there are million types of educational tools and materials in order to teach learners, teachers have many options to explain themes without difficulties. Especially, in ESL and EFL classrooms didactic games are being played mostly. This article has aims to introduce didactic games, its importance and some examples by analyzing. Also it focuses on digital didactic games to play out of classes.

KEYWORDS: *Didactic Games, Teacher, Student, Classroom, Activity.*

INTRODUCTION

In this globalization era, people are trying to show their power of knowledge in every sphere such as education, sport, technology, policy and so on. Some decades ago humans could not do any actions and nowadays young generation are expected to go on the chain which ancestors did not couple. By all means, teachers are motivators and assistants to do this. In particular, didactic games are utilized by ESL and EFL teachers to teach English more interestingly and effectively in the classroom. A didactic game is construed as some sort of game where set rules are observed. It is an educating tool serving the didactic purpose. An important aspect of the game is to achieve a strictly defined score. Competences acquired when playing didactic games, e.g. persistence, critical thinking or readiness to run risk, facilitate the development of entrepreneurial attitudes. Use of games dates back to the antiquity. The oldest board game was found in China – it dates back to 3000

BC. Some ethnographers are convinced that it was education that was the reason for creating many games. Their task was to reproduce natural living conditions of humans, share knowledge with the next generation and prepare them for proper functioning in the society. A good example may be chess, which was used as a typical simulation game 2000 years ago. Its aim was to prepare soldiers to do battles. The creator of modern pedagogics – Jan Amos Komeński – recommended methods that taught through play. He gave most credit to simulation and competitive games. They were to maintain the attention of the student and evoke their

motivation. Besides that, language learning should not be seemed boring and complicated. Didactic games differ under training maintenance, informative activity of children, game actions and rules, the organization and mutual relations of children, on a role of the teacher. The listed signs are inherent in all games, but in one more distinctly acts, in others — others. In various collections it is specified more than 500 didactic games, but accurate classification of games by kinds is absent. Often games correspond with the training and education maintenance. Didactic games are a lively way of maintaining pupils' interest in the language, they are fun but also part of the learning process, and students should be encouraged to take them seriously. Also, there are some benefits of didactic games by point of view of scholars and scientists.

RESULTS AND DISCUSSION

According to scientists Wright, Betterridgesi and Buckby:

- didactic games help and encourage students because they are funny and interesting
- they help teachers to create useful contexts
- they assure an intense and useful practice of the language
- they develop all four skills (speaking, writing, reading, listening)

By all means, games help to ease learning and teaching process no matter which language is a target one by motivating. Didactic games are really convenient in order to more practice and stabilize previous themes which learners likely forget.

As well as, Teachers can use games for improving every language skill especially which one should be increased. Many authors underline that didactic games are an efficient method of developing persistence. Gabriela Kapica claims that they develop willpower, willingness to overcome difficulties and persistence. They bear successes, which evoke optimism and self-faith. Maria Noga adds that “they develop such character traits as regularity, persistence, self-discipline and feeling of justice. They teach how to take up tasks on one's own and how to get on in a peer group”. In the current time a person should not only gain universal knowledge but also solve problems, criticize and analyze information and attitude toward what is going on in present and future. Usually teachers use didactic games as a brainstorming or warm-up activity at the beginning of the lesson at schools. However, games play a crucial role in every stage of the lesson and it can be essential if teachers use them in every for introducing and stabilizing new theme. Particularly, young learners who are seven-ten years old may have difficulty in figuring out or learning by heart words. Besides this they are easily tired and bored. In that time teachers can use didactic games. There are various kinds of tools for organizing didactic games such as cards, pictures, songs, or dialogue-based games “At the shop”, “In a Picnic”, “At the zoo”. They are enjoyable that pupils can learn or revise new or complicated words, grow oral competencies by using them in real life, and enjoy. After several lessons language learning will be their favorite activity.

Playing games at schools are also useful in order to develop team-working and leadership in young learners and teacher can achieve a friendship atmosphere. Sharing ideas, thinking together with group mates, discussion and listening someone serve learners to create strong friendship. In that time future leaders can be visible. In these purposes some didactic games are given with different goals in the following:

1. Hangman

This is considered, traditional but interactive game which enhances students' spelling and subject knowledge, and enjoyable for pupils. It is required whiteboard and pen or interactive whiteboard, plus a list of subject-specific words to inspire your students. Teachers divide the class into two teams then select a student to stand at the front of the class and think of a word related to the lesson could give them a suitable word. The student must then draw spaces on the whiteboard to represent each letter in their word. The rest of the class then guesses the word, one letter at a time allowing one student from each team to guess alternately is needed. Incorrect guesses result in a hangman being drawn. The first team to guess the word wins, unless the hangman is completed. The game then repeats with another student thinking of a relevant word.

If it is felt that a hangman would not be appropriate, then use a different image

– either subject-specific or think creatively e.g. a spaceman or snowman.

2. Draw swords

This quick fire game tests students' fine motor skills and promotes quick thinking, as well as generating some healthy competition. For establishing teachers utilize dictionary or textbook, plus list of key vocabulary. Firstly, educator splits his/her class into small groups and chooses a student from each group to start. The nominated student then places the dictionary or textbook under their arm. Teacher then says a word or image which the students must then race to find in their book (like drawing a sword from under their arm!). The first student to find the word/image is the winner. The game continues with different words/images until every student has had a turn. If you have enough textbooks or dictionaries for every student, then the whole class can compete against each other.

1. Hot potato

This fun classroom game encourages students to think on their feet and draw on a range of subject knowledge. You need some resources: a soft toy, object or item for each group to pass round e.g. bear or ball, plus a list of subject-specific themes e.g. numbers – prime, composite, rational, fractions, decimals etc.

The class should be divided into small groups and handed out an object/soft toy to each group. The person with the object in each group will start. You name a title or theme, e.g. prime numbers, and it is then a race against time for the student to give 5 correct responses, e.g. 2, 3, 5, 7, 11, before the item/soft toy has been passed round everyone in their small group and returned to them. With small classes teachers could play in one large group, however shy students may find this intimidating because of the pressure to give correct answers.

2. Thumbs Up, Thumbs Down

Although this game isn't academic, it is an excellent behavior management tool which endorses hard work amongst students. For establishing the game: 3 – 4 students are chosen to stand at the front of the room. The rest of the class then put their heads on the table and hold their thumbs in the air. The 3 – 4 students at the front then carefully tip-toe around the classroom and gently pinch one thumb each, from the students with their heads down. The 3-4 students return to the front of the room, once they have pinched a thumb, and the class raise their heads. The students

whose thumbs were pinched then stand and have to guess who pinched them. If they guess correctly then they swap with the student at the front, and the game continues.

In order to make this, academic trainers could ask some subject-related questions to select the students for each round.

CONCLUSION

By the way of conclusion, in every time didactic games possess its important role in the classroom and never lose value. They help and motivate students to learn the target language and not to feel bored and disappointed. They let to make the lesson interesting, meaningful and easy to remember gained knowledge as well as consolidate them. Therefore, modern teachers ought to utilize didactic games in order to cultivate the learners' interest, good attitude for the subject. Moreover, learners should be active and energetic participants during the games and lessons to learn.

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COMPOSITION METHOD IN NARRATIVE

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ABSTRACT

This paper presents a model of the task of narrative composition as a set of operations that need to be carried out to obtain a span of narrative text from a set of events that inspire the narration. These have been named different ways by different researchers, story and discourse, histoire and discours, fabula and sujet. There are alternative analyses that postulate different subdivisions. This analysis has provided a break down into subtasks that has led to interesting insights in terms of specific knowledge-based operations that need to be carried out during composition.

KEYWORDS: Narrative generation, Theory of narrative, Representations, Natural language processing, Artificial intelligence, Cognitive science, Narratology.

INTRODUCTION

The task of composing a narrative based on a given set of events that have taken place has received little attention in terms of conceptual modelling. Efforts have been made to capture the structure of narratives as a finished product (by the narratology research community), to come up with a set of cognitive processes implied in the tasks of writing in general or of understanding narrative in particular (by the cognitive science community), to build models of how fictional plots are generated from scratch or of how discourse may be structured for a given plot (by the artificial intelligence community) and to construct functional architectures for generating text from conceptual data (by the natural language generation community). The task of putting together a narrative that conveys events that have already happened is related to all these aspects. It is also the kind of basic storytelling that people carry out in their everyday lives to communicate with one another, to convince, to inform, to remember the past, to interpret the present and to plan for the future.

MATERIALS AND METHODS

According to many theorists, narrative has two components: what is told (what narrative is: its content, consisting of events, actions, time and location), and the way it is told (how the narrative is told: arrangement, emphasis / de-emphasis, magnification / diminution, of any of the elements of the content). These have been named different ways by different researchers, story and discourse, histoire and discours, fabula and sujet. There are alternative analyses that postulate different subdivisions. Even between theories that agree on having just two levels of analysis there seem to be many subtleties that cast doubt on whether the same thing is meant by the different words. This presents a serious obstacle for researchers from the computational field

trying to address the treatment of stories in any form. In order to avoid ambiguity, we will restrict our analysis here to three levels of conceptual representation of a story, and refer to these as the story (the complete set of what could be told, organised in chronological order of occurrence), the plot (what has been chosen to tell, organised in the order in which it is to be told) and the narrative (the actual way of telling it).

RESULTS AND DISCUSSION

Cognitive Accounts of Writing

Flower and Hayes (Flower and Hayes, 1981) define a cognitive model of writing in terms of three basic process: planning, translating these ideas into text, and reviewing the result with a view to improving it. These three processes are said to operate interactively, guided by a monitor that activates one or the other as needed. The planning process involves generating ideas, but also setting goals that can later be taken into account by all the other processes. The translating process involves putting ideas into words, and implies dealing with the restrictions and resources presented by the language to be employed.

Cognitive Accounts of Narrative Comprehension

Although this paper is concerned with modelling the process of narrative composition, it is indirectly affected by models of narrative comprehension in as much as the results of composition must be suitable for comprehension. Narrative comprehension involves progressive enrichment of the mental representation of a text beyond its surface form by adding information obtained via inference, until a situation model (representation of the fragment of the world that the story is about) is constructed (van Dijk and Kintsch, 1983).

Story Telling

Storytelling efforts in AI have focused on two different tasks: that of building fictional plots from scratch and that of structuring appropriate discourse for conveying a given plot. The importance of causal relations in narrative comprehension has led to AI models of plot generation that rely heavily on the concept of planning. Many existing storytelling systems feature a planning component of some kind, whether as a main module or as an auxiliary one.

Natural Language Generation

The general process of text generation takes place in several stages, during which the conceptual input is progressively refined by adding information that will shape the final text (Reiter and Dale, 2000). During the initial stages the concepts and messages that will appear in the final content are decided (content determination) and these messages are organised into a specific order and structure (discourse planning), and particular ways of describing each concept where it appears in the discourse plan are selected (referring expression generation). This results in a version of the discourse plan where the contents, the structure of the discourse, and the level of detail of each concept are already fixed. The lexicalization stage that follows decides which specific words and phrases should be chosen to express the domain concepts and relations which appear in the messages. A final stage of surface realization assembles all the relevant pieces into linguistically and typographically correct text.

A Computational Model of Narrative Composition

The task of heckling can be related to the identification of appropriate focalization decisions for conveying a given material. Focalization, understood as the decision of which character the narration should follow, and how much of the environment around him at each point should be conveyed to the reader of the narrative, heckles the perception of reality into individual fibres (one for each possible focalizer character) that are linear and sequential in nature. For each character involved in the set of events to be conveyed, a possible focalization fibre can be drawn. In contrast with the physical fibres of textiles, different elements of the material (locations, objects, characters, events...) may feature simultaneously in more than one fibre. This difference is not considered problematic, and it will allow the model to represent important features of narrative, such as the possibility of including multiple perspectives of a given event.

Contextualization

Once a specific structure for the narrative has been decided upon in terms of yarns, an important task is to establish appropriate contextualizations after each transition into a new fibre fragment.

CONCLUSION

The model presented in this paper constitutes a first approximation to a computational model of the task of narrative composition. It draws upon an analogy with textile manufacturing well-based on popular culture. This analogy has provided a break down into subtasks that has led to interesting insights in terms of specific knowledge-based operations that need to be carried out during composition. These operations relate reasonably well with structural features of narrative as described in literary studies, such as focalization and chronology.

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LINEAR PROBLEM OF TRAIN TUNNEL ENTRY WITH FORMATION OF VARIABLE WIDTH ISOBARIC WAKE

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ABSTRACT

The article considers a linearized non-stationary problem of train movement with the formation of an isobaric wake in a tunnel of variable width. The influence of the kinematic and geometrical characteristics of the pressure distribution flow, which leads to the emergence of a force, has been established. The complex potential and its partial derivatives are expressed using the Terentiev A.G. formula. The research results can be useful in assessing and calculating the force impact on high-speed trains when passing through various structures: tunnels, fences, etc., as well as on a vessel moving in a canal.

KEYWORDS: *Aerodynamics, Linearized Non-Stationary Problem, Complex Potential, Partial Derivatives, Complex Velocity, Hydrodynamic Flow Characteristics, Drag Coefficient.*

INTRODUCTION

A plane problem of the symmetric motion of a thin body in an ideal incompressible and weightless fluid filling a channel of variable width is considered. The results of the research can be useful in assessing and calculating the force impact on high-speed trains when passing through various structures: tunnels, fences, etc., as well as on a vessel moving in the canal [1-4].

With the rapid movement of the body at the breakpoints, a flow stall can occur and an attached stagnant zone can form behind the head part, the pressure in which is assumed to be a constant value.

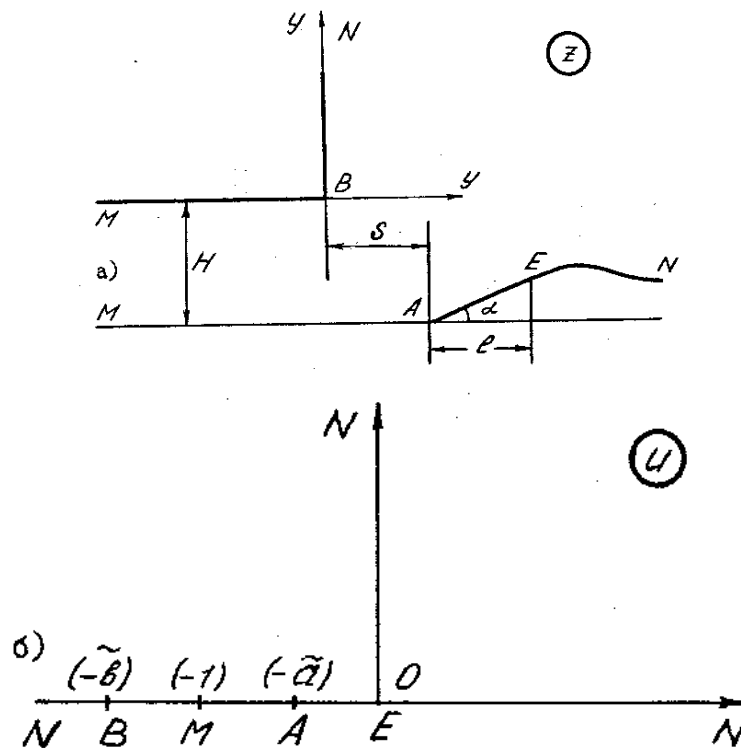


Fig.1.

The movement scheme is shown in Fig.1. A wedge with a vertex angle of 2α moves at a constant speed $V = \text{const}$.

The mapping function is easily obtained from the Schwartz integral [5]

$$Z = \frac{H}{\pi b^{0.5}} \int_a^\zeta \frac{(\zeta + b)^{0.5}}{\zeta} d\zeta + S - Hi. \quad (1)$$

Here and below, the origin of coordinates in the plane coincides with the corner point B (Fig. 1b). If the length of the body is taken as l , then the equality must hold:

$$l = \frac{H}{\pi b^{0.5}} \int_a^1 \frac{(\zeta + b)^{0.5}}{\zeta} d\zeta. \quad (2)$$

Abscissa point A

$$S(t) = x(a) - x(-b) = \frac{H}{\pi b^{0.5}} \int_{-b}^a \frac{(\zeta + b)^{0.5}}{\zeta} d\zeta. \quad (3)$$

Characterizes the position of the body relative to the tunnel. Integral (3) exists in the sense of Cauchy's principal value. Equalities (2) and (3) for given $\frac{H}{l}$ and $\frac{S}{l}$ form a system of two equations for the unknowns a and b .

Mapping function

$$Z = \frac{H}{\pi\sqrt{b}} \left[2(\sqrt{\zeta+b} - \sqrt{a+b}) + \sqrt{b} \ln \frac{a(\zeta+2b-2\sqrt{(\zeta+b)b})}{\zeta(a+2b-2\sqrt{b(a+b)})} \right] + S - Hi. \quad (4)$$

For unknown parameters and from (2) and (3), taking into account (4), we obtain the following system of algebraic equations:

$$\frac{H}{e\pi\sqrt{b}} \left[2(\sqrt{1+b} - \sqrt{a+b}) + \sqrt{b} \ln \frac{a(1+2b-2\sqrt{(1+b)b})}{(a+2b-2\sqrt{b(a+b)})} \right] = 1; \quad (5)$$

$$\frac{H}{e\pi\sqrt{b}} \left[\sqrt{b} \ln \frac{a}{(a+2b-2\sqrt{b(a+b)})} - 2\sqrt{a+b} \right] = -\frac{S}{l}. \quad (6)$$

Dependence $x(\tau)$ is determined from (4) with a real argument $\zeta = \tau$.

In the auxiliary half-plane $J_m \zeta > 0$ in this case we arrive at the Hilbert problem:

$$\psi_t = \begin{cases} 0; & \xi \in (-\infty, a) \\ -V^2\alpha; & \xi \in [a, 1] \end{cases} \varphi_t = 0; \quad \xi \in (1, \infty). \quad (7)$$

If displayed using the function

$$U = i\sqrt{\zeta-1} \quad (8)$$

the upper half-plane $J_m \zeta > 0$ to the second square of the plane W (Fig. 2.) and take into account that on the imaginary axis in accordance with (1) $\varphi_t = 0$, then the function $W_t = 0$ can be extended to the entire upper half-plane. Therefore, we arrive at the Schwarz problem for the W_t :

$$\psi_t = \begin{cases} 0; & Re U \in ((-\infty, -\sqrt{1-a}); (\sqrt{1-a}, \infty)) \\ V^2\alpha; & Re U \in (-\sqrt{1-a}; \sqrt{1-a}) \end{cases} \quad (9)$$

Applying the Schwartz operator, we find the solution:

$$W_t = -\frac{\alpha V^2}{\pi} \ln \frac{U - \sqrt{1-a}}{U + \sqrt{1-a}} \quad (10)$$

Using equality (8), we can express W_t in terms of the variable ζ :

$$W_t = -\frac{\alpha V^2}{\pi} \ln \frac{\sqrt{1-\zeta} - \sqrt{1-a}}{\sqrt{1-\zeta} + \sqrt{1-a}} \quad (11)$$

The longitudinal force acting on the wedge is determined using the formula [3]:

$$X = \frac{2\rho V^2 \alpha^2 H}{\pi^2 \sqrt{b}} \int_a^1 \ln \left| \frac{\sqrt{1-\zeta} - \sqrt{1-a}}{\sqrt{1-\zeta} + \sqrt{1-a}} \right| \frac{\sqrt{b+\zeta}}{\zeta} d\zeta \quad (12)$$

Fluid pressure at infinity on the left in a channel

$$P_E = -\rho \varphi_t(0) = +\frac{\rho V^2 \alpha}{\pi} \ln \frac{1 + \sqrt{1-a}}{1 - \sqrt{1-a}} \quad (13)$$

It is easy to show that in the limit at $S \rightarrow -\infty$ from (12) and (13) the well-known expressions for the pressure at the point M and the resistance in the channel with a cavitation flow around the Kirchhoff scheme follow [2]:

$$P_M = \frac{\alpha V^2 \rho}{\pi} \ln \frac{e^\gamma + \sqrt{2sh\gamma}}{e^\gamma - \sqrt{2sh\gamma}} \quad X = \frac{\rho V^2 \alpha^2 H}{2\pi^2} \ln^2 \frac{e^\gamma + \sqrt{2sh\gamma}}{e^\gamma - \sqrt{2sh\gamma}} \quad (14)$$

when $\gamma = \frac{l\pi}{H}$.

If $S \rightarrow -\infty$ ($a \rightarrow 1$; $b \rightarrow 0$, $\frac{H}{l} \neq 0$) formulas (12) and (13) give a known value:

$$X = \frac{4\rho V^2 \alpha^2}{\pi} \quad (15)$$

for the drag coefficient of a wedge in an unbounded Kirchhoff flow (Bobylov's problem).

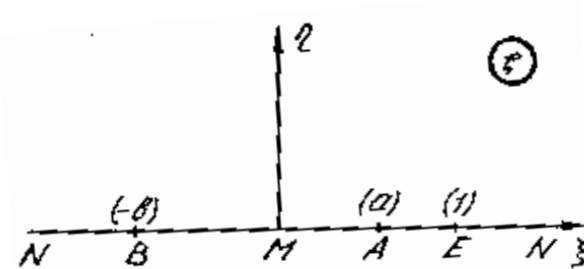


Fig.2.

Making (12) passage to the limit $\frac{H}{l} \rightarrow 0$; $b \rightarrow 0$ and using the asymptotic relations [5], we obtain the formula for the resistance of the wedge when moving towards a solid wall:

$$X = \frac{\rho V^2 \alpha^2 H}{\pi \sqrt{1-a}} \int_a^1 \ln \frac{\sqrt{1-\zeta} + \sqrt{1-a}}{\sqrt{1-\zeta} - \sqrt{1-a}} \cdot \frac{d\zeta}{\sqrt{\zeta}}. \quad (16)$$

Again at $S \rightarrow -\infty$ ($a \rightarrow 1$) from (16) we obtain the well-known formula (15)

Figures 3 and 4 show the dependence curves of the pressure coefficient $K = \frac{2P}{\alpha V^2 \rho}$ and the drag coefficient $C_x = \frac{2x}{\rho V^2 \alpha^2 l}$ on the relative wedge distance $\frac{S}{l}$ and width $\frac{H}{l}$

The research results can be useful in assessing and calculating the force impact on high-speed trains when passing through various structures: tunnels, fences, etc., as well as on a vessel moving in a canal.

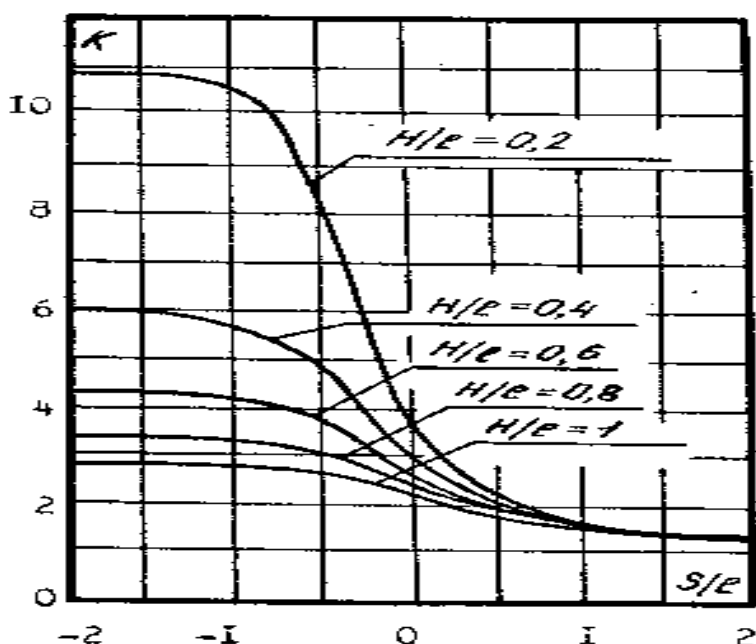


Fig.3.

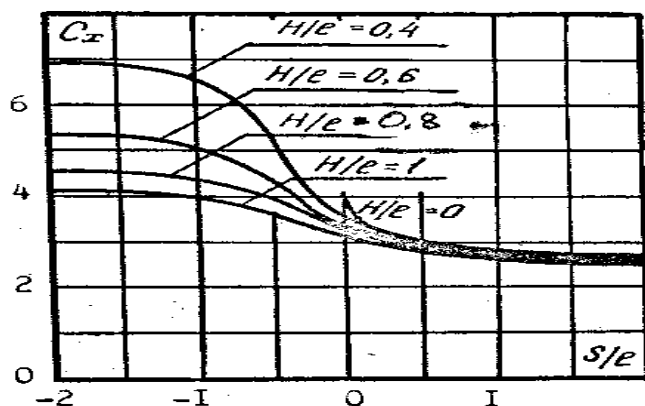


Fig.4.

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THE PRACTICE OF COMMUNICATIVE LANGUAGE TEACHING IN PRIMARY CLASSES

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ABSTRACT

Nowadays, as the teaching strategies and methods get expanded, teachers will sort out the most effective ones to use in the classes. We all know that in primary classes, the teacher and the children should communicate with each other a lot, only through which they can have effective and productive lessons. The more interaction is involved in the classroom, the more children will acquire new information faster and better. The pivotal aim of this article is to show the benefits of having the CLT method in the primary classes as well as to analyze how this method effectively could be used in the classroom by the teachers. Also, this research intends to show the main features of the CLT method, through which teachers can make their lessons more interesting and effective.

KEYWORDS: *Communicative Language Teaching, Traditional Methods, Innovative Approaches, Effective Use Of Interaction, Peer Communication, Learner-Centered Teaching, School Children, Fun Activities;*

INTRODUCTION

In this day and age, it is becoming more and more common to focus on the general English in the classroom rather than primarily relying upon only grammar. One of such modern methods of teaching, in which communication is the main feature is the Communicative Teaching Method. It is crystal clear that the more students interact, the faster they will grow their overall language level, especially 4 basic skills of the English language. I would say that providing an English-speaking atmosphere in the right way in the classroom only helps positively for the students to acquire the language successfully. Practicing this approach provides students with the English-speaking atmosphere and they immediately feel difficulties, but both psychologically and pedagogically, students make it a habit to speak in English and become more fluent from the beginning, which makes the learning process further easier.

Therefore, this paper work intends to describe the common benefits of this method being used in the primary classes. Additionally, the right approaches of effectively using this method to have the last results will be provided.

1.0 How to Practice CLT in the Classroom Effectively

I personally believe that practicing this method efficiently in the classroom mostly depends on the teacher. As far as students' personality, individual strengths and weaknesses are concerned, the teacher should be able to analyze this stuff in the first place and then act according to the results. What I mean by this, the teacher even using this method should consider students first and should think of effective ways of teaching. At all, choosing what to teach for the class should be done independently by the teacher.

Nguyen (2010) points out that “CLT may currently be considered and accepted as an inclusive approach to language teaching, which encompasses various approaches and methods, motivations for learning English, types of teachers and the needs of individual classrooms and students themselves; it is learner-centred and emphasises communication in real-life situations.”

Also, a set of informal and formal interactions are what make the class more fun. As long as communication is involved, it really does not matter too much what kind of communication is going to be set in the classroom. But if both of these formal and informal are involved, it would be more appropriate and the lesson of high quality.

We all know that children in primary classes like more fun and interesting activities. For this special reason, I think the teacher should have a bunch of games, in which students get active and speak English consciously and unconsciously. Also, having role-play activities for 15 or less minutes in each lesson is a good idea to make the class more active and develop not only actorship skills in the students, but imitating and speaking without shyness or lack of confidence.

Actually, Communicative Language Teaching is a method, where students will boost their confidence and learn to speak freely. That's why it would be appropriate in case all the activities focus on the development of confidence in speaking.

Also, I find it worthy of mentioning that the more students have discussions on one particular topic, the more they will develop critical thinking abilities, which will assist them not only in tough situations of discussion, but also through every step of life.

In addition, having interviews is another form of practicing CLT in the classroom. This is because it includes student communication and peer communication. In this case, students may visit strange people and can ask a bunch of questions and get answers. Through this, they improve both their personal speaking and question giving skills and real time communication skills. Also, in primary classes students can just practice asking very few simple or elementary questions from others such as "What is your name?" "Where are you from?" "How old are you?" And other simple questions like these.

From an early age, children need to learn to work with different people, so that later in life they will not face any difficulties in working with different people. And this Communicative Language Teaching is the exact thing to help students to have these skills mentioned above. To practice it effectively, students in their peer groups can work in different groups every time. They can be divided into small groups, where they can be given different activities to accomplish. As well, it is really important for students and the teacher to note that while the students work in different groups, peers actually get very close with each other and also belief will form among children. Children themselves learn to be more flexible and tolerant with others. Thompson (1996) and Savignon (2002) claimed that “group and/or pair work are flexible and

useful techniques, and they are active modes of learning which can help the learners to negotiate meaning and engage in problem-solving activities.”

All these mentioned above are the possible practices of CLT, if the students have the chance to do these things, they will start improving quickly and will see immediate results.

2.0 The Benefits of Using CLT in the Classroom

Well, actually, there are a lot of possible benefits that come with the practice of CLT method in the primary classes. Some of these advantages may sound surprising to you, while some of them may sound strange. But overall, all these benefits are the results of observations and investigations made in the classroom.

According to Jacoby & Ochs (1995), “abilities, actions, and activities do not belong to the individual but are jointly constructed in a discursive process by all participants.”

Mainly what is the major benefit of it is that it shifts its focus from traditional grammar rules that most of the teachers get used to having all the time in their classes. And it mainly concentrates on communicating in the foreign language, which is being taught to them. What most people get confused with is that they think that children will not understand anything in such classes. However, the more they listen to the language, the more they practice their ears to this language, the faster they will start speaking in this language and later, it will be relatively easy for them to develop their General English independently, when they start or move to other levels of their FL. Another criticism of CLT often made is that “learning by using language and communication processes is not sufficient to develop grammatical competence.” (Swain, 1995).

According to NurHazwani, 2019: “There was also a lot of two way communication where students are expected to pose questions for further understanding and give feedback to the tasks being done. As the activities were being carried out, the teacher readily accept any answer or information from the students.”

Also, what most FL learners or speakers lack is confidence and belief in themselves while speaking. Another major benefit of CLT is that it boosts children's confidence from early young ages and also provides them with the necessary communication skills they will use later in life. So, it is extremely important to think of using or practicing CLT to develop confidence in the students' speaking.

While the target language is being learnt, most people do not feel free enough to speak about themselves or to speak in the target language knowing the fact that they are making a few grammar mistakes. I believe that the less they pay attention to their grammar mistakes in time of speaking, the faster and immediately they start improving speaking. Even they will learn and use grammar rules correctly automatically as a result of practice and understanding in real time speaking.

CONCLUSION

To conclude, I think it is extremely important to consider all the possible benefits of the CLT method for the reason of being able where and why to use this method. Also, speaking in English is one of the most common features of CLT, through which students have the chance to improve their General English. Above all the possible, yet major benefits are mentioned to prove the

effectiveness of this method in the primary classes. I believe that once that information is used in practice in real time, teachers will be able to see the effect and use of them over a period of time.

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EFFECTIVE WAYS TO IMPROVE THE ACCOUNTING OF FINANCIAL INVESTMENTS IN UZBEKISTAN

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ABSTRACT

The article describes the existing problems in financial accounting in Uzbekistan and their solutions. The article focuses on the important tasks of financial investment accounting and their characteristics, as well.

KEYWORDS: *Financial Investments, Short-Term Investments, Long-Term Investments, International Financial Reporting Standards, Taxes, Accounting, Securities, Loans, Interest.*

INTRODUCTION

Financial investments are the diversion by enterprises of their free cash and other resources into assets in order to generate income not related to the production of products (performance of work, provision of services), and the creation of durable objects. With the help of financial investments, enterprises can also influence or gain control over the activities of another organization.

Financial investments can be made: in the authorized capital of other organizations, in securities, loans, under a simple partnership agreement, and so on.

Financial investments are considered as short-term if the term of circulation (repayment) for them is no more than 12 months after the reporting date. All other financial investments are considered as long-term.

Analysis of the relevant literature

The results of research on accounting of financial investments are described in many scientific literatures.

National literatures provides general methods and techniques of financial investment accounting in companies, but the existing literature does not contain accurate and complete information on accounting with securities, so we have tried to study deeply on this issue in our article.

Research methodology

Dialectical and systematic approach, induction and deduction, analysis and synthesis, observation, logical approach methods were used during the research. In the course of the research, we studied the financial and economic relations between accounting financial

investments in Uzbekistan and other countries, analyzed the influencing factors and developed our proposals and recommendations for improving accounting in this area.

Analysis and results

As a result of the analysis of organizations accounting of financial investments, it was determined that the accounting of financial investments in Uzbekistan should be organized in such a way as to ensure the fulfillment of the following tasks:

- correct execution of documents and timely reflection in the accounting of operations for the acquisition of financial investments and their disposal;
- Timely revaluation of financial investments;
- correct reflection of the formation of the initial cost of financial investments upon their acquisition and disposal;
- Control of the safety of financial investments accepted for accounting;
- The correctness of accrual of income from operations with financial investments;
- Control over the creation and use of reserves for the depreciation of financial investments;
- Correct calculation of taxes related to operations with financial investments;
- conducting an inventory of financial investments in order to identify surpluses and shortages;
- Formation of complete and reliable information in the financial statements on the presence and movement of financial investments.

The main disadvantage in primary accounting in Uzbekistan is that the use of account 06 "Financial investments" in its current purpose does not provide a full opportunity to receive reliable information about investment objects, since financial investments are a process of forming the initial value of financial assets from one organization and financial obligations of the other. For this reason, account 06 should not take into account the financial investments of the organization (as indicated in the name of the account), but objects of financial assets that are fully formed and bring economic benefits from their use, which, by the way, will also meet the requirements of IFRS.

CONCLUSIONS AND SUGGESTIONS

Accounting of financial investments is based on regulatory documentation. In order to improve the accounting of securities, the following is necessary:

- accounting staff should not only have knowledge of the current legislation, but also monitor its changes;
- accounting staff should track and apply changes in accounting;
- Strict observance of the requirements of instructive materials on securities accounting;
- summarizing the experience of improving the methodological support of accounting processes in domestic practice and abroad;

- determination of the most effective and less time-consuming ways of processing accounting information to ensure the accuracy and efficiency of obtaining the data necessary for making management decisions;
- Development and proposal of exemplary forms of auxiliary accounting registers that can be used by enterprises, regardless of size and industry;
- Control over the actions of participants in the securities market in order to limit monopolistic activities;
- Computerization of the stock market and the creation of a single information space to increase the awareness of market entities;
- protecting the interests of investors and, in particular, the need to improve the procedure for registering securities and protecting them from counterfeiting;
- Establishment of clear measures of responsibility of state and commercial structures for violation of the procedure for issuing and circulation of securities.

Also, to solve the problem of using account 06, it is proposed to open a separate sub-account 06-9 "Financial investments" to account 06 "Investments in non-current assets" to reflect investments in long-term financial assets. To account for the acquisition of securities, in her opinion, it is necessary to use account 7991 "Settlements with other debtors and creditors".

Similar changes to account 58 "Financial investments" and the introduction of a new sub-account 08-9 "Investments in long-term financial assets" and account 56 "Investments in short-term financial assets" will allow for more prompt and detailed control by the management of the investor company of the volume of long-term investments on its balance sheet and short-term financial investments.

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IMPROVING ACCOUNTING WITH STUDENTS IN HIGHER EDUCATIONAL INSTITUTIONS

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ABSTRACT

Accounting in budgetary organizations is being improved in step with the development of time. IT-technologies are also being introduced into budgetary organizations, creating great convenience for users of accounting information. This article discusses ideas for improving the accounting of settlements with students of higher educational institutions.

KEYWORDS: *Budget Organization, Higher Education Institution, Accounting Of Settlements, Settlements With Students, Scholarship, Payment Contract.*

INTRODUCTION

Among educational services, the volume of services provided by the higher education sector has been growing at a very high rate in recent years. The main reason for this is that the government pays a lot of attention to higher education. Decree of the President of the Republic of Uzbekistan No. PF-5847 dated October 8, 2019 approved the "Concept of development of the higher education system of the Republic of Uzbekistan until 2030" and set strategic goals and priorities for the development of the higher education system.

From year to year, the number of public and private higher education institutions and the volume of enrolled students is growing. Today, there are 159 higher education institutions in Uzbekistan, where more than 820,000 students study.¹

In the modern conditions of development of information technologies, accounting in budget organizations, especially in the higher education system, is improving. As a result of the introduction of IT-technologies in accounting, all accounting work is automated, and users of accounting information can get the information they need at any time and place. It is no exaggeration to say that accounting in higher education institutions is fully automated, but there is still a lot of work to be done in this area. One of these problems is the insufficient organization of the provision of accounting information to students studying at universities.

Analysis of the relevant literature

The results of research on accounting in higher education institutions are described in many scientific literatures.

The book "Budget Accounting" prepared by S.U Mehmonov describes the organization of accounting in budget organizations, its maintenance, the procedure for compiling, approving and submitting financial statements. This guide is a basic methodological guide for accountants, especially accountants working in the budget system [6].

The book "Budget accounting in the field of education", developed by the Russian scientist N.A Breslavtseva, is devoted to budget accounting in educational institutions, and tried to cover all aspects of accounting in higher education [5].

The above and other literature provides general methods and techniques of accounting in higher education institutions, but the existing literature does not contain accurate and complete information on accounting with students, so we have tried to study deeply on this issue in our article.

Research methodology

Dialectical and systematic approach, induction and deduction, analysis and synthesis, observation, logical approach methods were used during the research. In the course of the research, we studied the financial and economic relations between students of higher education institutions and higher education institutions, analyzed the influencing factors and developed our proposals and recommendations for improving accounting in this area.

Analysis and results. Accounting in Higher Education Institutions is organized and maintained on the basis of the Law of the Republic of Uzbekistan "On Accounting", the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On Improving the Financing of Budget Institutions", "On Accounting in Budget Organizations", "Rules for the preparation, approval and submission of periodic financial statements of organizations financed from the State Budget of the Republic of Uzbekistan" and other similar regulations.

The main service object of the higher education system is the student. The main income of higher education institutions is formed at the expense of tuition fees (fee-contract funds) paid by students. Higher education institutions make calculations on the following relations with students (bachelors, masters, trainee researchers, residents and doctoral students):

- Scholarship payments;
- Calculations on payments for the contract form of training;
- Calculations on payments for temporary accommodation;
- Calculations on business trip expenses.

Accounts with students in accounting 17 - "Accounts with staff and scholars" are kept in the following sub-accounts:

172- "Accounts with staff";

174- "Accounts with scholarship recipients";

175- "Other settlements with students";

177- "Accounts for deposited payments".

Higher education institutions make scholarship payments to students. Scholarship payments are calculated in accordance with the "Regulations on the procedure for awarding and paying

scholarships to students of higher education institutions," approved by the Cabinet of Ministers of the Republic of Uzbekistan dated January 31, 2020 No 59.

Scholarship - a monthly allowance (allowance) paid to full-time students of higher education institutions on the basis of state grants and on a fee-for-service basis, with good attendance and mastery, regardless of other payments provided by the legislation of the Republic of Uzbekistan.

Sub-account 174 "Accounts with scholarship recipients" keeps records of scholarships with students of higher education institutions (bachelors and masters), interns, residents and doctoral students. Scholarship payments credited to this sub-account reflect the implementation of scholarship payments on the debit side. The analytical account is kept separately for each scholarship recipient of the higher education institution.

In the sub-account 175 "Other settlements with students" in higher education institutions are carried out under the payment-contract agreement with students and other settlements arising in the educational process (payments for rent in student housing). The debit side of this sub-account reflects the calculation of payment-contract funds, the credit side reflects the receipt of payment-contract funds. The analytical account is maintained separately for each payment-contract or lease agreement.

In the sub-account 172 "Accounts with staff" the accounts of the accountants on advances made for payment of expenses which cannot be paid to them without payment in cash, are kept. Students of higher education institutions are also sent on business trips for various purposes (participation in Olympiads, competitions, conferences). The debit side of this sub-account reflects the funds provided on the condition of reporting, the credit side reflects the write-off of these funds or expenses incurred by the accountant (on the basis of the report). The analytical account is maintained separately for each accountant.

Sub-account 177 - "Accounts for deposited payments" records the amount of scholarships and other payments not received within the specified period. The credit side of this sub-account reflects the scholarships deposited, the debit side reflects the payment or write-off of deposited scholarships.

After the installation of UZASBO software in budget organizations, their work has become easier. Through this program, the first function of budget accounting - the control function - has been fully implemented. However, the second function of the budget account - the information function - is not yet fully operational. We can see this problem when calculating with students. Students studying in higher education institutions do not have full information about their contractual indebtedness, scholarship arrears, student housing arrears and other financial relationships. Of course, they have to go to the accounting department of the higher education institution and go to the accountant for payment-contract agreements or the accountant for scholarship payments, or the accountant for student accommodation and get the information they need for a long time. Students also face difficulties in fulfilling their obligations under payment contracts and rental agreements for student housing, where they pay their bills to the bank, where they pay the contract fee for a longer period of time and certain additional fees.

CONCLUSIONS AND SUGGESTIONS

In conclusion, as a result of the introduction of the software package UZASBO, the work of accounting in budget organizations has become easier, all calculations are carried out by the

program itself, saving extra time and costs, reducing paperwork. But there are also some unresolved issues. The main client for higher education institutions is students and it is the task of the higher education institution to create all possible conditions for them. We believe that the following recommendations made by the accounting services of higher education institutions to further improve the quality of services provided to students will help to further improve the accounting of higher education institutions:

1) By integrating the Hemis management information system with the UZASBO system, it will allow higher education staff and students to access accounting information online.

2) In the Hemis information system, the "Accounting" section should be opened in the "Personal Cabinet" of each student and should have the following sub-sections:

- Scholarship calculations;
- Settlements on payment-contract payment;
- Settlements for rent in the dormitory;
- Calculations for compensation for rent in private homes;
- Business trip calculations;
- Other calculations.

In each of these sub-sections, all accounting information relevant to the student should be formulated.

3) It should be possible to obtain the necessary accounting documents (payment contract, scholarship certificate, payment receipts, etc.) in electronic form through the Hemis management information system.

4) It is necessary to establish a payment-contract and online payment of rent in student housing through the Hemis management information system.

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STUDY OF ARCHEOLOGICAL CULTURES OF THE BRONZE AGE IN KHOREZM HISTORY

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ABSTRACT

The Tozabogyop culture and other cultures reveal the true history of Khorezm, proving what weapons they were armed with. For example, the remains of dwellings and pottery workshops, mysterious pottery, wide-mouthed, quiet, flat sand, stone slabs, ostodons, statues of the ancient Egyptian god Bes, people and animals, ornaments from the Bazarkala region. Found. The findings show that the Khorezmian culture was also influenced by the Egyptian gods, and it is clear that there were connections between the Khorezmians and the Egyptians during this period. The abundance of brass indicates the development of metal casting techniques at that time, and the removal of stone tools from the economy as tools of labor.

KEYWORDS: *Oybolta, Tuvaksimon Spool, Archeological And Ethnographic Expedition, Double Tower Wall, Amirabod Culture, Yakkaporson 2 And Qubod 2.*

INTRODUCTION

The word "Khorezm" comes from the semi-Persian form "Qori azim", which means "Big fire", "Big fire", "Main fire". It is known that the word "Kor" is Turkish and "azim" is Persian. This is because the Achaemenids of Iran used the word "Kor" in their pronunciation and added the word "azim" to it. The Greeks who came after that learned the word from the Persians. "Of course, these thoughts of Bakhtiyor Riza - "Qori Azim" are also a scientific assumption.

So, no matter what interpretation of the term Khorezm, it describes the oasis as a sunny, sacred, fertile land. In fact, it is the same. That is why in the sunny land between Kyzylkum and Karakum, the stages of development of human culture, civilization appeared and flourished.

Tozabogyop culture is an archeological culture of the Bronze Age in Khorezm (the middle and second half of the 2nd millennium BC). It is called the Tozabogyop Canal. 1938 y. SP Tolstov found places of this culture near this canal. Later studied by YA Gulomov, MA Itina, A. Askarov. The Tozabogyop culture was formed in the Southern Aral Sea region by a mixture of indigenous (inhabitants of the Suvyorgan culture) and tribes from the Southern Urals (inhabitants of the woodland culture and the Andronovo culture). The influence of alien tribes can be seen in anthropological types (for example, Kokcha-3) and in the material culture of the Tozabogyopians. They lived in huts and basements with thatched roofs. Tozabogyop culture is distributed in the Amudarya delta, Lower Zarafshan and Kayrakkum desert zone. Hundreds of sites and about 10 cemeteries have been identified in these areas. His main occupations were irrigated agriculture and domestic animal husbandry, and labor and military armaments were made of brass, sometimes stone. Molds for oybolta casting were found. The base of the pottery is flat, handmade, carved and molded with geometric patterns. The people of the Tozabogyop culture lived in a tribal society, and the traditions of matriarchy are preserved¹.

Suvyorgan culture is the archeological culture of the Bronze Age in the desert zone of the Khorezm oasis (the first half of the 2nd millennium BC - the beginning of the 1st millennium BC). The ancient delta of the Amudarya is called Suvyorgan because it bursts into the desert on the right. It was studied by the Khorezm archeological and ethnographic expedition (SP. Tolstov, YA Gulomov, M. A. Itina, etc.) (1945-46). The tribes of the Suvyorgan culture, according to S. P. Tolstov, were a new ethnic group that came to Khorezm from the south-western regions of Central Asia, and their material culture was similar to the sedentary farming culture of the South. Suvyorgan culture has gone through 3 stages in its development (Qamishli, Bazarkala, Kavunchi).

The reed culture is one of the stages in the Suvyorgan and Kaltaminor cultures. In 1954-55 the Khorezm archeology was examined by an ethnographic expedition. It belongs to the group of Neolithic sites in the Khorezm oasis along the ancient Akchadarya delta of the Amu Darya. The Kaltaminor culture continues the tradition of building houses (especially tents) in the reed culture. The sites are not far from the Akchadarya delta due to avalanche sands and tugai. Quartzite stone tools (knife-shaped blades, almond-shaped arrowheads, spears, knives), flint weapons, and sand-mixed clay with a wide belly, short neck, hummed shoulders, and other pottery items were found. The tribes of the reed culture were engaged in agriculture².

Bazarkala - 40 km east of Beruni, the ruins of the town on the right bank of the Amu Darya (6th-4th centuries BC). The Khorezm archeological and ethnographic expedition led by S. P. Tolstov was discovered and studied (1938). The city is a rectangular building made of cotton and raw bricks, surrounded by a double defensive wall with a hole and a tower. The width of the corridor between the walls is 3 m. The bricks are 40x10 cm in size and have a special stamp. The castle (100x120 m) is located in the eastern corner of the city. Remains of dwellings and pottery workshops, mysterious pottery, wide-mouthed, quiet, flat-bottomed, stone slabs, ostodons, statues of the ancient Egyptian god Bes, statues of people and animals, and jewelry were found in the Bazarkala area².

Pottery from the Suvyorgan culture is well-cooked, with a reddish-brown surface and dark red flowers, as well as stone tools and farm implements. However, the surface of the pottery differs from the pottery of the ancient Peasant tribes of the South, which is mainly decorated with a lattice pattern and a schematic spike. These findings indicate large migrations of Central Asian

tribes in the middle of the 2nd millennium BC. The two major migrations in the southern and southeastern directions coincide with the end of the 2nd millennium BC - the beginning of the 1st millennium. Tribes from the Suvyorgan culture communities also took an active part in this phase. Archaeological finds include these pants. It shows that the cattle-breeding tribes moved along the tributaries of the Uzboy, Atrek, Tajan, Murgab, Amudarya and Syrdarya. By the beginning of the 1st millennium BC, the Suvyorgan culture was replaced by the Amirabod culture³

Amirabod culture is the culture of the late Bronze Age of ancient Khorezm (9th-8th centuries BC). The Khorezm archeological and ethnographic expedition led by SP Tolstov found and examined the Amirabod canal in the Republic of Karakalpakstan (1937-40). The Amirabod culture is based on a combination of the water quilt culture and the freshwater culture. The peoples who created this culture united into tribal communities and engaged in subsistence farming and animal husbandry. In winter he lived in wooden and reed huts and half-basements, and in summer in light huts. 15-20 such huts and semi-basements formed one village. Each residential area is 75-110 square meters, with a large fireplace 3x1 m in the middle of which there is always a fire. Small ovens were used for cooking. According to the remains of that period, the Amudarya delta is 10-15 m wide from the Akchadarya tributaries. 1-2 km of canals were dug. Unique monuments of Amirabad culture At the monuments of Yakkaporson 2 and Qubod 2 were found ceramic vessels with various shapes on the surface, as well as necklaces and shells, brass ornaments, brooches, sickles and arrowheads and their molds. The abundance of brass indicates the development of metal casting techniques at that time, and the removal of stone tools from the economy as tools of labor.

Tagisken is an archeological site of the Late Bronze Age. 1959 y. In Kyzylorda (Kazakhstan), southwest of the city, the ancient river Syrdarya was found near Inkardarya. T. In 1960-63, the Khorezm Archaeological Expedition of the USSR Academy of Sciences (led by SP Tolstov) conducted research. The survey identified more than 70 cemeteries in Tagisken. Burial structures are huge, some up to 25 m in diameter. Tagisken consists of 2 parts: North Tagisken and South Tagisken. The remains of a luxurious burial structure made of raw bricks dating back to the 9th-8th centuries BC in northern Tagisken have been found and surrounding 14 tombs of various sizes. They are buried with tribal chiefs, and their relatives are buried in the surrounding graves. Gold and copper earrings, necklaces, brass nails, sickles, paycons and pottery (jugs, bowls, pots) were found in the graves. Burial structures of the Sak tribes of the 7th-5th centuries BC were discovered in southern Tagisken. The tombs contained a saddle, a bronze arrowhead, a wooden sword, glass and embroidered pottery, Scythian gold bracelets, and bronze saddles. In material culture, local cultural traditions of the Late Bronze Age and a slightly higher culture in southern Central Asia were associated with the Southern Urals, the Saks of Kazakhstan, and the Scythian culture of Southern Siberia.

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**SCIENTIFIC AND METHODOLOGICAL FOUNDATIONS OF A
COMPETENT APPROACH TO THE TRAINING OF TEACHERS OF
SPECIAL DISCIPLINES OF THE VOCATIONAL EDUCATION SYSTEM**

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ABSTRACT

This article is devoted to the problem of training teachers of vocational education. The essence of a competent approach to teacher training, the content of technical and technological competence is revealed. The competency-based approach in education, as opposed to the concept of "acquisition of knowledge", involves the development by students of skills that allow them to act effectively in the future in situations of professional, personal and social life. Such transformations are always based on the development of new technologies as a combination of traditional and innovative methods and techniques.

KEYWORDS: *Competence, Competence-Based Approach, Training Of Teachers Of Special Disciplines.*

INTRODUCTION

The reform in the system of continuous education of the Republic of Uzbekistan sets the task for the teaching staff of the higher education system to train specialists, both qualified and competitive in the international labor market. The reform strategy is built on the basis of a systematic approach, which we see the transformation of general education schools with nine years of education into 11 years of education.

Such transformations are always based on the development of new technologies as a combination of traditional and innovative methods and techniques. I would like to emphasize: it is not calls for the modernization of the educational process, not the development of regular

programs for improvement and development that renews the school. It is updated by a teacher who has mastered new technologies of teaching and education.

The modern organization of the educational process should guarantee the possibility of mastering the educational material at a high level by each student, ensure his readiness to carry out effective activities in complex, variable, constantly changing conditions.

The competence-based approach is a set of general principles for determining the goals of education, selecting the content of education, organizing the educational process and evaluating educational results.

These principles include the following:

- The meaning of education is to develop students' ability to independently solve problems in various fields and activities based on the use of social experience, an element of which is the students' own experience.
- The meaning of the organization of the educational process is to create conditions for the formation of students' experience of independent solution of cognitive, communicative, organizational, moral and other problems that make up the content of education.
- The evaluation of educational results is based on the analysis of the levels of education achieved by students at a certain stage of education.

Studies have shown that there are various approaches to the problem of competence-based approach.

For example E.Ya. Kogan believes that this is a fundamentally new approach that requires a revision of the attitude to the position of the teacher, to teaching students; this approach should lead to global changes from a change in consciousness to a change in the methodological base.

A.G. Bermus emphasizes that the competency-based approach is seen as a modern correlate of many more traditional approaches (culturological, scientific and educational, didactic, functional and communicative, etc.); the competence-based approach, as applied to the practice of education, does not form its own concept and logic, but involves the support or borrowing of the conceptual and methodological apparatus from already established scientific disciplines (including linguistics, jurisprudence, sociology, etc.).

The competence-based approach, according to O.E. Lebedev, is a set of general principles for determining the goals of education, selecting the content of education, organizing the educational process and evaluating educational results. These principles include the following:

- the meaning of education is to develop students' ability to independently solve problems in various fields and activities based on the use of social experience, an element of which is the students' own experience;
- the content of education is a didactically adapted social experience in solving cognitive, ideological, moral, political and other problems;
- the meaning of the organization of the educational process is to create conditions for the formation of students' experience of independent solution of cognitive, communicative, organizational, moral and other problems that make up the content of education;

- Evaluation of educational results is based on the analysis of the levels of education achieved by students at a certain stage of education.

The competency-based approach is not equated with a knowledge-oriented component, but involves a holistic experience in solving life problems, performing professional and key functions, social roles, and competencies.

In preparing teachers for the vocational education system, special attention is paid to the type of activity that presents dual content, including the following:

1. Engineering activities
2. Pedagogical activity

Competences that include engineering activities in the preparation of engineer-teachers (for example, in the specialty of agricultural mechanization) include the following:

1. agronomic knowledge;
2. organization and technology of cultivation of agricultural crops;
3. knowledge and distinction of types of agricultural machines;
4. forms and methods of operation of various types of machine and tractor units;
5. solution of technological problems for the cultivation of specific agricultural plants;
6. performing operations on various types of equipment;
7. organization of work on farms, and so on.

Now consider the pedagogical activity, which requires the following competencies:

1. knowledge of educational and regulatory documentation of vocational schools;
2. mastering the knowledge of the didactic principles of the organization of the educational process;
3. distinguish between types of technical means and preparation of didactic materials;
4. organization and management of the educational process;
5. forms and methods of organizing the educational process;
6. organization of theoretical and practical classes in vocational schools;
7. mastering pedagogical skills and teaching techniques;
8. communication skills;
9. psychological knowledge;
10. types and forms of assessing the knowledge of the skills and abilities of students;
11. preparation of educational and methodological complexes;
12. the use of pedagogical technology in the learning process;
13. organization and management of the processes of educational work in vocational schools, and so on.

Considering the foregoing, each component of the components of competence includes a number of requirements for the training of a specialist. On this issue, scientists give their own definition, including E.F. Zeer in his scientific works defines professional competence as a set of professional knowledge, skills, as well as ways of performing professional activities.

The professional activity of teachers of the vocational education system includes pedagogical work, methodological work, educational work, performing simple technical operations, compliance with technical and technological competence.

Technical competence includes knowledge and skills, performing technological operations, working with tools, lathes, agricultural machinery, and so on.

Technological competence as a teacher of mastering the knowledge, skills and abilities of using methods, forms and means of training.

The widespread use of the term "competence" in the pedagogical literature of recent years is due to the introduction of a competency-based approach into the educational space of many countries, which is considered as an alternative to "knowledge-skills-skills", limiting the goals of training and education to narrow subject education and insufficiently taking into account the essence of the competence of a modern person in conditions of competition in the free labor market.

In recent decades, in almost all developed countries of the European Union, in the context of the creation of a single educational space in the framework of the adopted Bologna Declaration, there has been a reorientation of the content of education towards the development of key competencies. The competency-based approach reflects a type of education content that is not limited to a knowledge-oriented component, but includes a holistic experience in solving life problems, performing key functions, social roles, and manifesting competencies.

The competency-based approach in education, as opposed to the concept of "acquisition of knowledge", involves the development by students of skills that allow them to act effectively in the future in situations of professional, personal and social life. Of course, subject knowledge does not disappear from the structure of education, but plays a subordinate, orienting role in it.

However, most of the current research is devoted to the analysis of any one competence. So, for example, considering the professional competence of a teacher, I.S. Danilova highlights communicative competence, N.A. Ignatenko - sociocultural, A.A. Petrov - general cultural competence, T.A. Razuvaev - reader's competence. Therefore, there is still no holistic idea of what set of competencies constitutes in its totality the professional competence of a particular specialist. This issue is still subject to theoretical, methodological and empirical study.

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THE IMPORTANCE OF FINANCIAL LITERACY AND INCREASING IT

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ABSTRACT

Economic literacy refers to the ability of a person to analyze, evaluate and make decisions from an economic point of view, to freely choose his / her way of life, to imagine the consequences of choice. information about the required experiments will be provided. The development of a modern market economy requires the participation of the population in the pension savings, insurance and mortgage systems. Because the participation of the population in these systems will help to address issues such as pension savings, social and health insurance, housing and improving the quality of education.

KEYWORDS: Modernization, Financial Literacy, Income, Pension Savings, Labor Migration, Insurance.

INTRODUCTION

After Uzbekistan gained independence, the deepening of reforms aimed at building a market economy and the need to modernize the economy have played an important role in shaping and increasing the financial literacy of the population.

First of all, we need to know the essence of the concept of literacy. Literacy is the level of literacy in the native language. Derived from

Therefore, we focus on the concept of economic literacy. Economic literacy refers to the analysis of economic events, their assessment and decision-making, the free choice of one's lifestyle, the consequences of choice. It is understood that

The importance of financial literacy Imagine a small trader selling vegetables borrowing 900,000 rupees from someone every day. He uses the money to buy vegetables from the wholesale market and sells them at a retail price in another market during the day and returns the money to the owner in the evening for 1,000,000 rupees.

What he doesn't realize is that the annual interest he pays is 4,000%. To get out of this trap, he only has to save 50,000 soums in his favor in 18 days. Then it will have its own capital of 900,000 soums. Someone has to explain it to him.

The strata affected by such processes are mainly low-income people. This is mainly due to insufficient financial literacy.

Human worldview and economic literacy are interdependent and interdependent. Economic literacy contributes to the development of a person's worldview, while an independent worldview contributes to the formation of economic literacy.

Financial literacy is the set of knowledge and skills that a citizen needs to take an active position in the market of financial products and services, to improve the financial well-being of himself and his family members in society.

The urgency of increasing the level of financial literacy of the population is determined by the following reasons:

1. Changes in the composition of the population's sources of income. An increase in the share of income from small business, family and individual entrepreneurship in the structure of the population's income will lead to a sharp increase in the need for effective management of savings and investments and proper cost planning.
2. The emergence of a large number of private entrepreneurs. Such entrepreneurs solve various management issues in their daily activities: management of financial flows and tangible assets, financial accounting, income and expense planning, formation of insurance funds, optimization of material resources acquisition, use of banking services, investment of funds, obtaining loans, such as debt management.
3. A sharp increase in the population's need for long-term savings and loans. In a market economy, the population must independently perform the following functions of savings: the implementation of additional pension funds, savings to pay for medical and educational services. All of the above require long-term planning of the family budget, assessment and management of risks through financial support (insurance, pension funds, bank deposits and securities investments). Thus, the formation of long-term savings and training in credit skills is an important function of public literacy.
4. Expanding opportunities to invest personal funds and manage tangible assets. In a market economy, there are many alternative ways to save money and invest. In order to effectively use the services provided by banks and other financial institutions, the population must be financially literate in order to manage loans, make investments, and make effective decisions.
5. Expansion of labor migration. In order to reduce the impact of risks such as dismissal, fraud, poor social conditions, ill-treatment of migrant workers abroad, it is necessary to increase the literacy of migrants about remittances, banking services abroad, the insurance system.
6. Some features of the traditions of the population in the field of consumer culture. The need to reduce the large expenditures of Aho Lee on some traditional holidays and increase the amount of investment that can be made to direct human capital to the goal of investment requires increased financial literacy.
7. Due to the relatively low consumption of a number of financial services, their consumption is limited.
8. Vendors have the opportunity to sell low-quality products due to the fact that all financial services are not subject to private inspection at the time of purchase.
9. Excessive costs of verifying the high obligations of the parties.

Low levels of financial literacy for consumers of financial services have the following negative consequences:

- ☐ Decreased confidence in financial institutions due to inefficient decisions;
- ☐ Inability to take advantage of financial markets;
- ☐ High level of indebtedness of the person;

Ommaviy mass bankruptcy of individuals;

- ☐ Teach the younger generation a negative financial experience;
- ☐ Financial service vendors are prone to defamation risk, bad behavior;
- ☐ low level of savings for vital products;
- ☐ Formation of pension funds and inefficiency of their management.

Low levels of public literacy for the state, the existence of barriers to the development of solvency limit the access of financial markets and reduce the effectiveness of regulation, limit consumer rights, prevent the transition to a funded pension system based on personal participation. From an economic point of view, the lack of knowledge about financial services means that the general population is less involved in their consumption, and limits the level and quality of savings, investments that determine the potential for economic growth. The development of a modern market economy requires the participation of the population in the pension savings, insurance and mortgage systems. Because the participation of the population in these systems will help to address issues such as pension savings, social and health insurance, housing and improving the quality of education. The expansion and effective use of middle-class savings will ensure the country's socio-economic stability, achieving macroeconomic balance and strengthening the financial system.

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THE ROLE OF INTERACTIVE METHODS IN CONDUCTING PRACTICAL CLASSES ON THE SUBJECT OF HOSPITAL SURGERY

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ABSTRACT

Unlike traditional methods, interactive methods of teaching students most effectively influence the processes of mastering clinical knowledge complexes. The use of educational and clinical methods in the process of teaching the subject of hospital surgery significantly expands the reserves of clinical knowledge of students, with a simultaneous increase in their cognitive abilities.

KEYWORDS: *Interactive Methods, Teaching, Blitz-Control Method, Case Study, Hospital Surgery.*

INTRODUCTION

The use of interactive methods in the modern educational process is one of the important directions in improving the level of knowledge of students. Today, the main methodological innovations are closely related to the use of interactive methods of teaching. Interactive learning is a special form of organizing cognitive activity that has very specific goals. One of these goals is to create a favorable learning environment in which the student can serve to expand his or her success, the scope of intellectual thinking, which increases the efficiency of the learning process. [14,15,16,20]. Interactive teaching methods include methods that direct students to independently extract, process, and implement information presented in a particular didactic form. This type of training, unlike traditional ones, significantly enriches the knowledge bank while increasing students' creative thinking potential. The basis of interactive approaches in the educational process is the interaction of teachers and students. However, the main conditions for the implementation of the interactive method are: the presence of a clear goal in the coverage of the topic, direct and rapid exchange of information between teachers and students, a specific science-based database, equality in the distribution of functions; compatibility of the high level of knowledge and mutual understanding required to achieve [17,18,19,23].

Interactive learning allows you to solve several tasks at once, the main of which is to achieve learning goals, develop communication skills, which teaches students to work in a team, to listen to the views of colleagues. Interactive forms of education are usually divided into two types, imitation and non-imitation. Simulation techniques, including educational clinical games, place students in an environment that is very close to the clinical situations they encounter during the physician's practical work. In addition, it shapes participants' ability to make clinical observations, seals them in their memory, and increases their sense of responsibility for the patient's fate on an intellectual level. Educational clinical games allow to systematically control

the quality of professional development of students and to conduct a full and high-quality curation of patients [1,2,3,11,12,13].

Purpose. In view of the above, the task was set to compare the level of clinical knowledge of students using the interactive forms of "blitz control" and "case study". Clinical games of training - "blitz control" and "case study" were used to carry out the tasks set in the practical training of hospital surgery.

Materials and methods

The research was conducted at the Bukhara State Medical Institute as a measure to improve the quality of students' knowledge in the course of practical training in hospital surgery. Controls were rating indicators of students obtained using traditional methods of assessing knowledge in the field of hospital surgery. In terms of the number of groups of students involved in the study, the following was required: students, stages and types of knowledge assessment, as well as their individual ranking. In the process of current, intermediate and final controls, the level of knowledge was systematically checked using oral and written (crossword puzzles, tests, situational assignments, etc.) assignments.

Results and discussions

The sessions using the "Blitz-control" training game were characterized by high activity of the participants, which was partly due to the condition of its holding, which required the integral participation of all members of the group. The end of this learning game is very interesting, especially when the last pair of participants is left, which makes the students' interest in the topic even stronger. At the same time, the fact that this game is more dependent on the level of individual knowledge makes each student strive to increase their knowledge. According to the results, the "blitz-control" method served to increase and improve the level of knowledge of each student individually. This is especially true for the formation of qualities such as high levels of skill and creativity. However, the "blitz control" learning game does not serve to enrich the student's more theoretical knowledge, but especially to form the clinical knowledge required for the science of hospital surgery, and can lead to a lower level of student knowledge on the clinical part of the topic [1,3,24, 25,26], in order to overcome this situation, the student used the method of additional "case study" in order to improve clinical observation and practical skills. In the analysis of different clinical cases, students will have a ready-made solution that can actually be applied in other similar situations. As the number of cases to be analyzed increases, the possibility of using a ready-made decision scheme in one of the following situations of a similar nature increases. Consequently, it leads to the formation of skills to solve more serious problems selectively [7,20,21,22,23]. This interactive teaching method has helped to significantly increase the stock of students' theoretical and practical knowledge. He contributed to the maximum understanding of the importance of communication between physician and patient and to the improvement of clinical thinking capacity, as well as the ability to apply theoretical knowledge in a timely manner in their practice.

It should be noted that the successful implementation of the educational clinical game "case study" requires sufficient knowledge of the fundamental medical sciences, as well as the ability to perform large-scale surgical manipulations. This is due to the condition of collecting subjective and objective data that is closest to the actual clinical situation. It should be noted that the case study educational clinical game is of great interest to all students. The knowledge gained

with the help of this type of educational games is very perfect and corresponds to his level of knowledge and skills. More than half of the participants of the game clearly form the elements of knowledge and skills, and the rest have a mature level of knowledge and creativity. However, the clinical knowledge bank is enriched much faster, which is an important and unique advantage of this teaching method [5, 6, 8, 9,10]. The department has developed cases for various clinical situations, created the necessary equipment and special conditions for conducting educational clinical games. The teacher carefully monitors the progress of the learning game, strictly controlling every movement of the participants. Corrects them carefully in case of errors. The training game allows participants to discuss the role of each symptom in diagnosing a particular disease, discuss future examinations of such patients, and an operational treatment plan. At the end of the lesson, the teacher gives an objective assessment of the actions of each participant in the game, comments and evaluates the answers. He acts as an arbitrator, giving a detailed account of the misdiagnosed clinical observations and errors made by the students and giving advice on how to remedy them.

CONCLUSION

Summarizing the above, it should be noted that interactive methods provide both practical and theoretical enrichment of students' knowledge on the material covered, allowing them to apply this knowledge in practice in the necessary clinical situation, as well as allow students to quickly adapt to real and potential situations. It is important that the analysis of clinical situations has a strong impact on students' professional skills, contributes to their maturity, and forms a positive motivation for interest and learning. The use of interactive methods in the learning process, practice shows that it causes students to focus more on the main issues of the subject, which in turn serves to increase their practical and clinical knowledge.

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RISK FACTORS ASSOCIATED WITH SUICIDE AMONG PATIENTS WITH KIDNEY CANCER INSTITUTE

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ABSTRACT

Renal cancer (renal cell carcinoma) is a malignant neoplasm derived from the proximal tubular epithelium and is highly lethal. Kidney cancer is the 13th most common cancer in the world and 9th among men. Patients with kidney cancer, especially in the terminal stage, have a reduced quality of life and a high mortality rate. In addition, kidney cancer is a devastating disease that leads to serious physical and psychological disorders and serious social problems in patients, families and even society, which are well-known risk factors for suicide. Objectives: the present study was to study the characteristics of suicidal factors in patients with kidney cancer.

KEYWORDS: *Suicide, Kidney Cancer, Suicidal Factors*

INTRODUCTION

Suicide, a global public health problem, is a complex behavior influenced by physiological, psychological, social, environmental and cultural factors [1].

Among the factors affecting the quality of life and survival in patients with kidney cancer, there are mental health problems that often develop in patients with reduced kidney function [2, 3].

Depression is a well-known independent risk factor for hospitalization or death in patients with impaired renal function.

In recent years, studies have reported that patients with diagnosed diseases with a poor prognosis, especially cancer, were more likely to feel hopeless, suffer from depression, and subsequently commit suicide. 7,8 Several studies have reported an increase in suicidal thoughts and suicide attempts in cancer patients, as well as a high suicide rate among these patients. 7, 9, 10 because suicidal behavior was potentially recognizable and preventable, it was especially important to identify patients with high risk factors for suicide.

Materials and methods

We selected 30 patients with kidney cancer at risk of suicide, recruited from the department of the Bukhara Regional Cancer Hospital. The age of the patients at the time of the examination ranged from 30 to 62 years [mean age 29.1 ± 5.4 years], including 29 male patients and 1 female patient. All patients suffered from oncological diseases of the kidneys and had disabilities (2, 3 disability groups). Of these, 22 patients with stage 3 kidney cancer who received chemotherapy, 8 patients were end-stage kidney cancer.

The risk of suicidal behavior was assessed using the Beck Suicidal Thoughts Scale and the B. Luban-Plozz Suicide Risk Inventory. All patients underwent a detailed structured medical history and physical examination. Patients were divided into 2 groups with kidney cancer risk of suicide (group 1) and without it (group 2).

Results:

For genitourinary cancer, risk factors were associated with symptoms such as urinary incontinence, pain during intercourse, and erectile dysfunction.

Among all patients, 27 (88.6%) were married and 3 (11.4%) were unmarried. A total of 8 (3.7%) patients were operated on for cancer and 12 (40.3%) patients did not receive radiation therapy.

The results showed that higher risk of suicide in patients with kidney cancer was associated with male gender (versus female, $P < 0.001$) and no surgery for cancer (vs., adjusted for $P < 0.001$). The test results showed that the level of suicidal behavior among kidney cancer patients increased with histological grade ($P < 0.001$) and disease stage ($P < 0.001$). A significantly increased suicide rate among patients with kidney cancer from general patients was found in the first 2 years after the diagnosis of cancer.

Test results showed a higher histological grade (grade IV versus grade II, HR: 3.6, 95% CI: 1.7-7.6, $P < 0.001$; grade III versus grade I, HR: 2.27, 95% CI: 1.28-3.05, $P = 0.005$), advanced disease (deep or localized, HR: 2.52, 95% CI: 1.55-4.13, $P < 0.001$) and cancer-guided surgery was not performed (versus performed, HR: 3.18, 95% CI: 1.91-5.30, $P < 0.001$) and cancer surgery was not performed (vs. performed, RR : 2.72, 95% CI: 1.51-5.10, $p < 0.001$).

DISCUSSION

In our study, there was also a tendency for suicide rates to increase with age, although not statistically related. As reported in previous studies, the risk of suicide among cancer patients varied depending on the time after diagnosis, and an increased suicide rate could be found in the initial period after diagnosis. Our results showed a significantly increased suicide rate among kidney cancer patients in the general population in the first 2 years after diagnosis.

With regard to the specific clinical variables of kidney cancer, there are several findings to note. It was well known that a low histological grade of malignancy meant high differentiation of cancer cells, which predicted a good prognosis and improved health-related quality of life. Patients with higher histological grade (Grade III and IV) in our study were found to have a higher risk of suicide than those with lower histological grade (Grade I).

An increased risk of suicide has generally been associated with cancers with a poor prognosis. Compared with clear cell renal cell carcinoma, patients with sarcomatoid renal cell carcinoma and collecting duct renal cell carcinoma had worse overall survival and cancer-specific survival.

Conversely, patients with chromophobic histology had a higher survival rate. Based on our study, no significant difference in suicide rates among patients with different histological subtypes was found, and no obvious association between histological subtype and suicide was found using Cox regression modeling.

Another factor associated with suicide was surgery for cancer. Patients who underwent surgery were less likely to have suicidal behavior than those who did not undergo surgery. Cancer patients who underwent surgery with a high complication rate were more likely to be at risk of suicide than those who underwent surgery with a low complication rate. In addition, there was no clear association of suicide with the anatomical location of the cancer. Indeed, patients generally suffered from general weakness and experienced depression, hopelessness, and despair after surgery, which were risk factors for suicide. However, until now there has been no consensus on the link between cancer surgery and suicide. It should be noted that suicide was a complex phenomenon, including not only physiological, but also psychological and social factors. Therefore, more factors need to be taken into account to elucidate this relationship. Various factors influence the suicidal behavior of cancer patients. Compared to other causes of death, such as an accident, suicide is preventable. Suicide is predicted differently, and therefore more efforts should be made to improve the situation.

CONCLUSIONS

Based on our findings, we suggest that kidney cancer patients at high risk of suicide be considered for psychiatric evaluation. Currently, several proven tools can be used to identify depression risk, including the Beck Depression Inventory and Cancer Hospital Guidelines. Second, patients at risk should receive psychotherapeutic interventions as early as possible. It has been widely shown that psychotherapeutic interventions for people with depression can be beneficial in terms of reduce suicide rates and improve quality of life, such as participating in cancer support groups, managing stress, and integrating psychological support into cancer treatment. In addition, efforts to reduce suicide need coordination and cooperation, including healthcare professionals, family members, and even the entire community. In addition to professional help, family communication and social support also play an important role in preventing suicide and suicide attempts. In summary, our study identified independent risk factors for suicide in patients with kidney cancer. Diagnosis, male sex, unmarried status, higher histologic grade, and no surgery for cancer were all significantly associated with a high risk of suicide. Disease stage and radiation therapy were not associated with suicide. Thus, based on our study, clinicians can better screen and intervene for individuals at high risk of suicide, especially at vulnerable stages during diagnosis, treatment, and follow-up.

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SECONDARY INFERTILITY IN WOMEN OF REPRODUCTIVE AGE WITH HYPOTHYROIDISM

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ABSTRACT

Female infertility-is manifested by the absence of pregnancy for 1.5-2 years or more in a woman who lives a regular sexual life, without the use of contraceptives. Hypothyroidism is one of the most common endocrine pathologies that have a close connection with the reproductive system. With hypo function of the thyroid gland, various disorders occur in the reproductive system: menstrual disorders, miscarriage, infertility. Therefore, the study of thyroid function should be carried out as a screening in women planning pregnancy, as well as in the treatment of infertility.

KEYWORDS: *Hypothyroidism; Reproductive System; Thyroid Gland; Primary Infertility;*

INTRODUCTION

Infertility in marriage is not only an interpersonal, but also a complex medical, social, and demographic problem. Reduced fertility and infertility in marriage are associated with many causes, so infertility is a definite indicator of a population's physical and psychosexual health. According to the Russian and foreign literature, the frequency of endocrine disorders in the structure of infertile marriage is 32-40 % [1].

Female infertility is the inability of a woman of reproductive age to conceive. [1]

Secondary infertility – infertility if a woman has a history of one or more pregnancies (childbirth, abortion, ectopic pregnancy).

Infertility is the absence of pregnancy in a woman of childbearing age during 1 year of regular sexual activity without the use of any contraceptives.

Female infertility is the cause of infertile marriage in 45% of cases

Endocrine forms of infertility are different and are determined by the level of damage to various parts of the reproductive system, which lead to disruption of folliculogen folliculogenesis, ovulation, and hypo function of the yellow body. Clinical manifestations are diverse. The leading symptom is anovulation, hypolunism, where an ovulation is the only pathognomonic sign of endocrine forms of infertility in women [2]

The thyroid gland is one of the most important organs of the endocrine system for the functioning of the human body.

Hypothyroidism

Etiology

The most common cause of primary hypothyroidism in the adult population is autoimmune thyroiditis (AIT); other causes of hypothyroidism include thyroidectomy and radioactive iodine therapy [11]. Classification [1, 11]

Primary hypothyroidism — chronic autoimmune thyroiditis (тиреоидит Hashimoto's thyroiditis);

- Condition after surgical treatment of the thyroid gland;
- Therapy 131 I;
- Transient hypothyroidism (observed in the case безболевогоof pain-free, as well as postpartum and subacute thyroiditis);
- congenital abnormalities of the thyroid gland. Violation of thyroid hormone synthesis:
- *congenital defects in the biosynthesis of thyroid hormones;
- *severe iodine deficiency or excess;
- *drug and toxic effects (thyrostatic drugs, interferon-alpha, interleukin 2, amiodarone)

Hypothyroidism of central origin

Destruction or deficiency of TSH and/or TRH-producing cells:

- *neoplasms in the area of the hypothalamus or pituitary gland;
- *radiation damage or injuries to the thyroid gland;
- *vascular disorders;
- *the presence of pathological processes (infectious or infiltrative);
- *congenital disorders.

Violation of the synthesis of TSH and TRH:

- *mutations affecting the synthesis of the TRH receptor, the beta subunit of TSH;
- *exposure to drugs or toxins III. Tissue hypothyroidism:
- *generalized resistance to thyroid hormones;
- *pituitary resistance to thyroid hormones;
- • inactivation of T3 and T4 or TSH circulating in the blood [12].

The risk group for the development of hypothyroidism should include women who:
there is a family history of:

- Thyroid diseases;
- Pernicious anemia;
- Diabetes mellitus.

- Primary adrenal insufficiency;

1) I have a history of:

- Disorders of thyroid function in the past;

- Goiter.

- Thyroid surgery or therapy with radioactive iodine-131;

- Diabetes mellitus;

- vitiligo.

- Pernicious anemia;

- leukotrichia (premature graying of the hair);

- taking medications (lithium carbonate, iodine preparations — amiodarone, contrast agents, potassium iodide in supraphysiological doses, kelp);

2) revealed during laboratory research:

- Hypercholesterolemia;

- hyponatremia;

- Anemia.

- Increase of CKD and LDH levels;

- hyperprolactinemia [6,7].

In a person suffering from hypothyroidism, there are disorders in the metabolism of androgens and estrogens. Normally, active catecholestrogens are formed, but in hypothyroidism, 16-hydroxylation is carried out and estriol (less active estrogen) is produced. These processes alter the mechanisms of regulation, resulting in menstrual disorders, anovulation, and infertility [13]. Secondary hyperprolactinemia may occur in women with long-term hypothyroidism. At the same time, the mechanism of occurring deviations in the reproductive system is associated with the effect of excessive amounts of BPD on the pituitary gland and hypothalamus. As a result, there is a decrease in the formation and secretion of follicle-stimulating, luteinizing hormones and gonadoliberrine. T4 deficiency leads to changes in dopamine synthesis. The latter is necessary for pulse secretion of luteinizing hormone. In the ovaries, prolactin slows down the production of sex hormones and causes resistance to the regulatory effects of the pituitary gland. When hypothyroidism is combined with hyperprolactinemia, the so-called "sindrome" occurs. Vic-Ross-Hennes" [17].

Diagnostics

Hypothyroidism is not accompanied by a specific clinical picture, for this reason, laboratory diagnostics are necessary to establish an accurate diagnosis. It involves determining the level of thyroid-stimulating hormone and free T4 in the blood serum. If subclinical hypothyroidism occurs, the concentration of thyroid-stimulating hormone increases, while the concentration of free T4 remains within the normal range (usually the TSH content is not more than 10 IU/l). Manifest hypothyroidism is characterized by an increase in the concentration of thyroid-stimulating hormone (most often over 10 IU/l), with a decrease in free T4. Over time, thyroid

dysfunction progresses, leading to an increase in TSH, a decrease in T4, and a drop in T3 [11, 15]. Determination of triiodothyronine (T3) levels in hypothyroidism in most cases is impractical [16].

Treatment

For the treatment of hypothyroidism of any etiology, L-thyroxine replacement therapy is used. L-thyroxine is the drug of choice for the treatment of hypothyroidism, which has a high bioavailability (more than 80 %) and is easy to use [16].

CONCLUSIONS:

To date, the effect of manifest hypothyroidism on the female reproductive system has been proven, but the question of the effect of the subclinical form of hypothyroidism remains unclear. There are various points of view about this problem, but the authors agree that untreated hypothyroidism can lead to infertility, fetal death, or malformations. Pregnant women and women planning to conceive who have a thyroid pathology should be under the supervision of an endocrinologist. Despite a significant number of studies on the impact of hypothyroidism on women's reproductive health, there are no clear recommendations for the management of women with subclinical hypothyroidism. It is also controversial whether it is appropriate to assess the thyroid profile of the thyroid gland in women planning pregnancy and infertility.

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ISSUES AND CHALLENGES FOR WOMEN ENTREPRENEURS IN GLOBAL SCENE

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ABSTRACT

Today's world is changing at a startling pace. Political and economic transformations seem to be occurring everywhere-as countries convert from command to demand economies, dictatorships move toward democracy, and monarchies build new civil institutions. These changes have created economic opportunities for women who want to own and operate businesses. Today, women in advanced market economies own more than 25% of all businesses and women-owned businesses in Africa, Asia, Eastern Europe and Latin America are growing rapidly. This paper focuses on woman entrepreneur. Any understanding of woman in global scene and especially in India, also the paper talks about the status of woman entrepreneurs and the problems faced by them when they set up and managed their own businesses in the competitive world of business environment.

KEYWORDS: *Entrepreneurship development, Women entrepreneurs, economic growth, India*

INTRODUCTION

Women Entrepreneurs may be defined as the women or a group of women who initiate, organize and operate a business enterprise. Government of India has defined women entrepreneurs as an enterprise owned and controlled by a women having a minimum financial interest of 51% of the capital and giving at least 51% of employment generated in the enterprise to women. Like a male entrepreneurs a women entrepreneur has many functions. They should explore the prospects of starting new enterprise; undertake risks, introduction of new innovations, coordination administration and control of business and providing effective leadership in all aspects of business.

A large number of women around the world have set up and managed their own businesses. It was not easy for these women to succeed in business. They had to face a lot of difficulties and overcome a number of barriers to become successful in their ventures. They had to deal with discrimination and withstand the skepticism of society, and also put in more effort than men to prove their credibility to others.

Aim of the Study:

The aim of the study is to investigate the issues and challenges faced by Woman's entrepreneurs in global scene, especially in India Woman's entrepreneurship needs to be studied for two main reasons. The first reason is that Woman's entrepreneurship has been recognized during the last decade as an important untapped source of economic growth. Secondly, the topic of Woman's entrepreneurship has been largely neglected both in society in general and in the social sciences. There is need to review existing literature as it relates to the challenges and opportunities faced by Woman's entrepreneurs in the global scene, Asia and India

Women Entrepreneurship in Global Context:

Worldwide, many women are entrepreneurs. Entrepreneurship emerges from an individual's creative spirit into long-term business ownership, job creation, and economic security. Women bring commitment and integrity because they care about economic empowerment, entrepreneurial development and innovation. Female entrepreneurs seek the professional and personal support that is found in business associations. Economic globalization has encouraged the expansion of female business ownership. “.

The growing economic power and influence of women-owned businesses are changing the shape of the global economy,” remarked Sakiko Fukuda- Parr, director of the UN Development Program's Human Development Report. The global impact of women entrepreneurs is just beginning to gain intensity. Worldwide, the number of female business owners continues to Women Entrepreneurs in the Global Economy increase steadily. For example, women produce more than 80 percent of the food for Sub-Saharan Africa, 50-60 percent for Asia, 26 percent for the Caribbean, 34 percent for North Africa and the Middle East, and more than 30 percent for Latin America. Female entrepreneurs are active at all levels domestically, regionally, and globally.

Characteristics of Women Entrepreneurs:

Woman entrepreneurs tend to be highly motivated and self-directed. They also exhibit a high internal locus of control and achievement. Researchers contend that women business owners possess certain specific characteristics that promote their creativity and generate new ideas and ways of doing things:

- Risk-taking propensity
- High energy level
- Personal motivations
- Married, first born
- Self-employed father
- Interpersonal skills,

Competence in finance, and in managing relationships In sum, women entrepreneurs share these characteristics: 1) sharp communication skills, 2) intuitive people skills, 3) consensus building competencies, and 4) nurturing, integrating abilities. Women need to use all these skills as they strive to make appropriate decisions for their families and for themselves. (Jalbert and Susanne, 2000).

Based on another observation of many women in life middle have 7 characteristics in common:

- 1) **Autonomy:** Entrepreneurs have a strong desire for autonomy. Women at midlife often lose patience playing by corporate rules and want to call their own shots and put their own values first.
- 2) **Resilience:** Entrepreneurs have the ability to bounce back from setbacks. It takes resilience to get through the roadblocks that will inevitably show up. At midlife and beyond, women have learned to be resilient, as they've weathered life's ups and downs.
- 3) **Initiatives:** Entrepreneurs are self-starters. The most successful entrepreneurs also keep the momentum going after the initial burst of energy.
- 4) **Confidences:** Entrepreneurs believe in themselves and get others to believe in them too. They have the confidence to find the resources they need and the ability to ask for help and support.
- 5) **Intuitive:** Entrepreneurs have good business instincts. They use left-brain rational thinking to analyze problems, but they also trust their intuition, which is often correct. Women tend to trust their intuition in business more often than men.
- 6) **Decisive:** Entrepreneurs are action oriented. They make decisions and take the actions required to get them to their desired results. Midlife women have had a lifetime of experience to fine-tune their decision making ability.
- 7) **Connects:** Entrepreneurs build relationships. They build networks and thrive on seeing opportunities for connections for mutual benefit. At midlife, women have well developed networks, which is an advantage in starting and sustaining a business. (Grossman Amy, 2009).

Overall, men's and women's motivations for business initiation are quite similar. As with male entrepreneurs, females seek independence, autonomy, higher income, and the opportunity to be their own boss.

One difference between men and women in their motivation to initiate a business is that men often cite economic reasons, whereas women often cite family needs. Whereas men generally see entrepreneurship as a business decision, many women view it as a life choice-a way of integrating family and career needs.

Reasons Women Become Entrepreneurs:

Many studies indicate that women start businesses for fundamentally different reasons than their male counterparts. While men start businesses primarily for growth opportunities and profit potential, women most often found businesses in order to meet personal goals, such as gaining feelings of achievement and accomplishment. In many instances, women consider financial success as an external confirmation of their ability rather than as a primary goal or motivation to start a business, although millions of women entrepreneurs will grant that financial profitability is important in its own right.

Women also tend to start businesses about ten years later than men, on average. Motherhood, lack of management experience, and traditional socialization has all been cited as reasons for delayed entry into entrepreneurial careers. In fact, over 30 percent of women entrepreneurs reported that they started a business due to some traumatic event, such as divorce, discrimination due to pregnancy or the corporate glass ceiling, the health of a family member, or economic

reasons such as a layoff. But a new talent pool of women entrepreneurs is forming today, as more women opt to leave corporate America to chart their own destinies.

Many of these women have developed financial expertise and bring experience in manufacturing or nontraditional fields. As a result, the concentration of women business owners in the retail and service sectors—and in traditional industries such as cosmetics, food, fashion, and personal care—is slowly changing.

The Importance of Women Entrepreneurs:

Women entrepreneurs encounters only one third of all entrepreneurs. And as half the population on this planet is women there is an unnatural gap between genders. There is thus potential to enhance the level of women entrepreneurs. Women entrepreneurs have a massive potential which are yet to be unleashed. Not only due to the gender gap, but also because women bring in diversity to the innovation process. More women will provide per se entrepreneurs with a more diverse perspective. Solutions to market inequalities are not solved just by male entrepreneurs with male thinking innovation. Now women also brings in solutions to market inequalities and their innovations may not be alike those of the man. Thus women entrepreneurship is to be seen as part of the diversity question.

One good example here relates to user driven innovation. Where consumer needs are the key driver for innovation. In order to produce user driven innovation the agent needs to adapt the need from the consumer.

The results of that are bound to be different whereas the agents are a man or a woman Women entrepreneur's can possibly lead to another kind of innovation.

Women entrepreneurs are mainly employed in the service sector that is tourism, ICT, health, social services etc. A common factor is the great potential of these sectors.

Together with creative and new ways of thinking innovation, involving the consumer and the gender gap the potential in promoting women entrepreneurs are obvious. Women entrepreneurship receives a great deal of attention in developed countries. They conclude that among other changing mindsets, adapt policies to allow better family life and work balance by using specific instruments like tax regulation, allowances, leave provision etc. will promote women entrepreneurship. (Dawad, 2007).

Women Entrepreneurs in India:

Women owned businesses are highly increasing in the economies of almost all countries. The hidden entrepreneurial potentials of women have gradually been changing with the growing sensitivity to the role and economic status in the society.

Skill, knowledge and adaptability in business are the main reasons for women to emerge into business ventures. 'Women Entrepreneur' is a person who accepts challenging role to meet her personal needs and become economically independent. A strong desire to do something positive is an inbuilt quality of entrepreneurial women, who is capable of contributing values in both family and social life. With the advent of media, women are aware of their own traits, rights and also the work situations.

The glass ceilings are shattered and women are found indulged in every line of business from pappad to power cables. The challenges and opportunities provided to the women of digital era

are growing rapidly that the job seekers are turning into job creators. They are flourishing as designers, interior decorators, exporters, publishers, garment manufacturers and still exploring new avenues of economic participation. In India, although women constitute the majority of the total population, the entrepreneurial world is still a male dominated one.

Women in advanced nations are recognized and are more prominent in the business world. But the Indian women entrepreneurs are facing some major constraints like:

a) Lack of confidence:

In general, women lack confidence in their strength and competence. The family members and the society are reluctant to stand beside their entrepreneurial growth. To a certain extent, this situation is changing among

Indian women and yet to face a tremendous change to increase the rate of growth in entrepreneurship.

b) Socio-cultural barriers:

Women's family and personal obligations are sometimes a great barrier for succeeding in business career.

Only few women are able to manage both home and business efficiently, devoting enough time to perform all their responsibilities in priority.

c) Market-oriented risks:

Stiff competition in the market and lack of mobility of women make the dependence of women entrepreneurs on middleman indispensable. Many business women find it difficult to capture the market and make their products popular. They are not fully aware of the changing market conditions and hence can effectively utilize the services of media and internet.

d) Motivational factors:

Self motivation can be realized through a mind set for a successful business, attitude to take up risk and behavior towards the business society by shouldering the social responsibilities. Other factors are family support, Government policies, financial assistance from public and private institutions and also the environment suitable for women to establish business units.

e) Knowledge in Business Administration:

Women must be educated and trained constantly to acquire the skills and knowledge in all the functional areas of business management. This can facilitate women to excel in decision making process and develop a good business network.

f) Awareness about the financial assistance:

Various institutions in the financial sector extend their maximum support in the form of incentives, loans, schemes etc. Even then every woman entrepreneur may not be aware of all the assistance provided by the institutions. So the sincere efforts taken towards women entrepreneurs may not reach the entrepreneurs in rural and backward areas.

g) Exposed to the training programs:

Training programs and workshops for every type of entrepreneur is available through the social and welfare associations, based on duration, skill and the purpose of the training program. Such programs are really useful to new, rural and young entrepreneurs who want to set up a small and medium scale unit on their own.

h) Identifying the available resources:

Women are hesitant to find out the access to cater their needs in the financial and marketing areas. In spite of the mushrooming growth of associations, institutions, and the schemes from the government side, women are not enterprising and dynamic to optimize the resources in the form of reserves, assets mankind or business volunteers.

Highly educated, technically sound and professionally qualified women should be encouraged for managing their own business, rather than dependent on wage employment outlets. The unexplored talents of young women can be identified, trained and used for various types of industries to increase the productivity in the industrial sector. A desirable environment is necessary for every woman to inculcate entrepreneurial values and involve greatly in business dealings. The additional business opportunities that are recently approaching for women entrepreneurs are:

- Eco-friendly technology
- Bio-technology
- IT enabled enterprises
- Event Management
- Tourism industry
- Telecommunication
- Plastic materials
- Mineral water
- Sericulture
- Floriculture
- Herbal & health care
- Food, fruits & vegetable processing

Empowering women entrepreneurs is essential for achieving the goals of sustainable development and the bottlenecks hindering their growth must be eradicated to entitle full participation in the business. Apart from training programs, Newsletters, mentoring, trade fairs and exhibitions also can be a source for entrepreneurial development. As a result, the desired outcomes of the business are quickly achieved and more of remunerative business opportunities are found. Henceforth, promoting entrepreneurship among women is certainly a short-cut to rapid economic growth and development. (Thamaraiselv, 2009).

According to the Indus Entrepreneurs (TIE) report:

- 78% women from poorer families in India are keen to become entrepreneurs
- A mere 15 per cent of women hold senior management positions in privately held businesses in India; the global average is 25 per cent
- Some of the key areas where women want to start a business include garment shops, catering and beauty salons

Generally, the Steps that the women entrepreneurs in India has:

Earlier there was **3 Ks**

1. **Kitchen**
2. **Kids**
3. **Knitting**

Then came **3 Ps**

1. **Powder**
2. **Pappad**
3. **Pickles**

At present there are **4 Es**

1. **Electricity**
2. **Electronics**
3. **Energy**
4. **Engineering** (Srivastava Madhuri, 2008).

Problems of Women Entrepreneurs in India:

Women in India are faced many problems to get ahead their life in business. A few problems can be detailed as;

1. The greatest deterrent to women entrepreneurs is that they are women. A kind of patriarchal – male dominant social order is the building block to them in their way towards business success. Male members think it a big risk financing the ventures run by women.

2. The financial institutions are skeptical about the entrepreneurial abilities of women. The bankers consider women loonies as higher risk than men loonies. The bankers put unrealistic and unreasonable securities to get loan to women entrepreneurs. According to a report by the United Nations Industrial

Development Organization (UNIDO), "despite evidence those women's loan repayment rates are higher than men's, women still face more difficulties in obtaining credit," often due to discriminatory attitudes of banks and informal lending groups. (United Nations, 2002).

3. Entrepreneurs usually require financial assistance of some kind to launch their ventures - be it a formal bank loan or money from a savings account. The women entrepreneurs are suffering from inadequate financial resources and working capital. The women entrepreneurs lack access

to external funds due to their inability to provide tangible security. Very few women have the tangible property in hand.

4. Women's family obligations also bar them from becoming successful entrepreneurs in both developed and developing nations. "Having primary responsibility for children, home and older dependent family members, few women can devote all their time and energies to their business" (Starcher, 1996). The financial institutions discourage women entrepreneurs on the belief that they can at any time leave their business and become housewives again. The result is that they are forced to rely on their own savings, and loan from relatives and family friends.

5. Indian women give more emphasis to family ties and relationships. Married women have to make a fine balance between business and home. More over the business success is depends on the support the family members extended to women in the business process and management. The interest of the family members is a determinant factor in the realization of women folk business aspirations.

6. Another argument is that women entrepreneurs have low-level management skills. They have to depend on office staffs and intermediaries, to get things done, especially, the marketing and sales side of business.

Here there is more probability for business fallacies like the intermediaries take major part of the surplus or profit. Marketing means mobility and confidence in dealing with the external world, both of which women have been discouraged from developing by social conditioning. Even when they are otherwise in control of an enterprise, they often depend on males of the family in this area.

7. The male - female competition is another factor, which develop hurdles to women entrepreneurs in the business management process. Despite the fact that women entrepreneurs are good in keeping their service prompt and delivery in time, due to lack of organizational skills compared to male entrepreneurs women have to face constraints from competition. The confidence to travel across day and night and even different regions and states are less found in women compared to male entrepreneurs. This shows the low level freedom of expression and freedom of mobility of the women entrepreneurs.

8. Knowledge of alternative source of raw materials availability and high negotiation skills are the basic requirement to run a business. Getting the raw materials from different souse with discount prices is the factor that determines the profit margin. Lack of knowledge of availability of the raw materials and low-level negotiation and bargaining skills are the factors, which affect women entrepreneur's business adventures in India.

9. Knowledge of latest technological changes, know how, and education level of the person are significant factor that affect business. The literacy rate of women in India is found at low level compared to male population. Many women in developing nations lack the education needed to spur successful entrepreneurship.

They are ignorant of new technologies or unskilled in their use, and often unable to do research and gain the necessary training. Although great advances are being made in technology, many women's illiteracy, structural difficulties, and lack of access to technical training prevent the technology from being beneficial or even available to females (Women entrepreneurs, 2001). According to The Economist, this lack of knowledge and the continuing treatment of women as

second class citizens keep them in a pervasive cycle of poverty. The studies indicate that uneducated women don't have the knowledge of measurement and basic accounting.

10. Low-level risk taking attitude is another factor affecting women folk decision to get into business.

Low-level education provides low-level self-confidence and self reliance to the women folk to engage in business, which is continuous risk taking and strategic cession making profession. Investing money, maintaining the operations and ploughing back money for surplus generation requires high risk taking attitude, courage and confidence. Though the risk tolerance ability of the women folk in day to- day life is high compared to male members, while in business it is found opposite to that.

11. Achievement motivation of the women folk found less compared to male members. The low level of education and confidence leads to low level achievement and advancement motivation among Indian women folk to engage in business operations and running a business concern.

12. Finally high production cost of some business operations adversely affects the development of women entrepreneurs. The installation of new machineries during expansion of the productive capacity and like similar factors dissuades the women entrepreneurs from venturing into new areas. (Vikas, 2007).

Development of Women Entrepreneurs in India:

Right efforts on from all areas are required in the development of women entrepreneurs and their greater participation in the entrepreneurial activities. (Vikas, 2007) Following efforts can be taken into account for effective development of women entrepreneurs in India:

- 1.** Consider women as specific target group for all developmental programmes.
 - 2.** Better educational facilities and schemes should be extended to women folk from Government part.
 - 3.** Adequate training programme on management skills to be provided to women community.
 - 4.** Vocational training to be extended to women community that enables them to understand the production process and production management.
 - 5.** Skill development to be done in women's polytechnics and industrial training institutes. Skills are put to work in training-cum-production workshops.
 - 6.** Training on professional competence and leadership skill to be extended to women entrepreneurs.
 - 7.** Training and counseling on a large scale of existing women entrepreneurs to remove psychological causes like lack of self-confidence and fear of success.
 - 8.** Counseling through the aid of committed NGOs, psychologists, managerial experts and technical personnel should be provided to existing and emerging women entrepreneurs
 - 9.** To encourage more passive women entrepreneurs the Women training programme should be organized that taught to recognize her own psychological needs and express them.
 - 10.** State finance corporations and financing institutions should permit by statute to extend purely trade related finance to women entrepreneurs.
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11. The financial institutions should provide more working capital assistance both for small scale venture and large scale ventures.
12. Making provision of micro credit system and enterprise credit system to the women entrepreneurs at local level.
13. Repeated gender sensitization programmes should be held to train financiers to treat women with dignity and respect as persons in their own right.
14. Infrastructure, in the form of industrial plots and sheds, to set up industries is to be provided by state run agencies.
15. Industrial estates could also provide marketing outlets for the display and sale of products made by women.
16. A Women Entrepreneur's Guidance Cell set up to handle the various problems of women entrepreneurs all over the state.
17. District Industries Centers and Single Window Agencies should make use of assisting women in their trade and business guidance.
18. Programmes for encouraging entrepreneurship among women are to be extended at local level.
19. Training in entrepreneurial attitudes should start at the high school level through well-designed courses, which build confidence through behavioral games
20. Involvement of Non Governmental Organizations in women entrepreneurial training programmes and counseling.

Women empowerment and planning process in India:

The all round development of women has been one of the focal point of planning process in India.

- The First Five-Year Plan (1951-56) envisaged a number of welfare measures for women. Establishment of the Central Social Welfare Board, organization of Mahila Mandals and the Community Development Programmes were a few steps in this direction.
- In the second Five-Year Plan (1956-61), the empowerment of women was closely linked with the overall approach of intensive agricultural development programmes.
- The Third and Fourth Five-Year Plans (1961-66 and 1969-74) supported female education as a major welfare measure.
- The Fifth Five-Year Plan (1974-79) emphasized training of women, who were in need of income and protection. This plan coincided with International Women's Decade and the submission of Report of the

Committee on the Status of Women in India. In 1976, Women's welfare and Development Bureau was set up under the Ministry of Social Welfare.

- The Sixth Five-Year Plan (1980-85) saw a definite shift from welfare to development. It recognized women's lack of access to resources as a critical factor impeding their growth.

- The seventh Five-Year Plan (1985-90) emphasized the need for gender equality and empowerment. For the first time, emphasis was placed upon qualitative aspects such as inculcation of confidence, generation of awareness with regards, to rights and training in skills for better employment.
- The Eight Five-Year Plan (1992-97) focused on empowering women, especially at the grass roots level, through Panchayat Raj Institutions.
- The Ninth Five-Year Plan (1997-2002) adopted a strategy of women's component plan, under which not less than 30 percent of funds/benefits were earmarked for women-specific programmes.
- The Tenth Five-Year Plan (2002-07) aims at empowering women through translating the recently adopted

National Policy for Empowerment of Women (2001) into action and ensuring Survival, Protection and

Development of women and children through rights based approach.

CONCLUSION:

Independence brought promise of equality of opportunity in all sphere to the Indian women and laws guaranteeing for their equal rights of participation in political process and equal opportunities and rights in education and employment were enacted. But unfortunately, the Government sponsored development activities have benefited only a small section of women. The large majority of them are still unaffected by change and development activities have benefited only a small section of women i.e. the urban middle class women. The large majority of them are still unaffected by change and development. The reasons are well sighted in the discussion part of this article. It is hoped that the suggestions forwarded in the article will help the entrepreneurs in particular and policy-planners in general to look into this problem and develop better schemes, developmental programmes and opportunities to the women folk to enter into more entrepreneurial ventures.

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MAHALLA AS A FACTOR OF NATIONAL UNITY

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ABSTRACT

In this article it is written that the mahalla system in our country is a kind of national democratic institution, radically different from the models of self-government in other countries, as well as that the mahalla is a school of education and training of young people in the formation of a worldview, that is, a sense of national identity, confidence in the future.

KEYWORDS: *Self-Government, Mahalla, Democratic Institution, State And Society, Subject Of Education, Youth Education, Education And Upbringing, National Identity, Social Environment.*

INTRODUCTION

Today, the activities of the mahalla institute are more effective in line with the directions and goals of the New Uzbekistan Development Strategy, and its role as a factor of national unification is expanding. After all, the neighborhood unites people, brings them closer, and calls on everyone to treat each other with respect, regardless of their nationality, religion or political affiliation [1-3].

As Uzbekistan developed, it aimed to create a system of self-government bodies that would be in line with the traditions and values of the national statehood and reflect the will of the people. Today's period shows that citizens' self-government is fully manifested as a democratic institution.

It is known that according to Article 105 of the Constitution of the Republic of Uzbekistan, the mahalla, as a body of citizens' self-government, is separate from the system of state bodies and exercises a separate type of power.

At the same time, the experience of foreign countries in this area was studied in depth, and Uzbekistan, while defining the system of self-government bodies from the system of state bodies, introduced completely new aspects to its activities and other aspects. For example, in Russia, France, and Germany, the institution is called local self-government, while in Uzbekistan it is called citizen self-government. Of course, this is not just a name change, it's a matter of substance. In relation to local self-government, the word civic self-government more fully refers to self-government as an independent democratic institution.

The fact that in Uzbekistan such governance is called citizen self-government, not local self-government, shows that it is devoid of state governance. Self-government does not mean that it is completely separate from the state. Self-government bodies operate under the control of state bodies. These forms and methods of control are clearly defined in the Law on Citizens' Self-

Government Bodies. This law regulates the implementation of the Constitutional norm, the activities of mahallas in the form of self-government bodies, their powers, and their relations with state bodies.

So, literally, we want the mahalla to contribute not only to the population of the region, but also to the spiritual education, social protection and other interests of the country, ensuring the participation of citizens in the socio-economic and political spheres of state and society. It is no exaggeration to say that this is an important structure. Public opinion can be determined by the environment in the neighborhoods, and this is, of course, a characteristic of Uzbekistan and its contribution to the universally recognized methods of democracy.

Recently, the activities of citizens' self-government bodies - mahallas - have become more active and expanded. In particular, in order to effectively support low-income families in need of social protection, especially the involvement of the general population in creativity and entrepreneurship, the Decree and Resolution of President Shavkat Mirziyoyev dated February 18, 2020 The Ministry of Neighborhood and Family Support was established. In addition to the development of entrepreneurship at the district, city, regional and national levels, responsible positions have been introduced to reduce poverty. A water-based complementary system has been created.

In fact, one of the greatest achievements of Uzbekistan in the establishment of local self-government is the restoration of the ancient values, customs and national traditions of our people, the choice of a path that meets the fundamental interests of the population. was. This, in turn, is directly related to the creation of all opportunities for people to become active members of this society. Self-government bodies provide a basis for neighborhood citizens to have a place in the life of the state and society. After all, self-government bodies are also an invaluable factor in shaping the elements of political culture [2-147].

Only a nation that is committed to its past and culture, preserving the national identity of its people and striving to pass it on to the next generation will be able to preserve its name, language and faith on Earth. It should be noted that in order to strive for the future, it is important to have a good understanding of the history of the nation, to appreciate the historical heritage of its people. After all, a nation is one of the universal values, which is associated with the spiritual perfection of man and his understanding of his "I" [3-69].

Education and strengthening social protection measures are also among the main tasks of the mahalla. In particular, one of the priorities of the concept of continuous spiritual education is to increase the knowledge of the population on child rearing, in which, of course, the neighborhood, which is a body of citizens' self-government, emerges as a subject of education. Because the role of the neighborhood in the upbringing of children and youth, in the formation of ideological immunity against various forms of spiritual threats that contradict our family values, is invaluable [4]. At the same time, neighborhoods are a place of education and upbringing.

The fact that the problems in the neighborhood are discussed in large circles with the participation of elders, the causes of which are called to the circle of elders, taught and guided, also strengthens the bonds of mutual love and encourages national unity. In this regard, the signing of the decree of the President of the Republic of Uzbekistan on March 1, 2022 "On measures to improve the system of work with families and women, support of the community and the elderly" shows the role of the community as a social phenomenon. provided. According

to the decree, the mahalla was transferred from the district administration to the lowest level of the vertical system of public administration.

Social, socio-pedagogical aspects of the problem, N. Madaminova [6-B. 5-5], H. Kadirova [7-B. 3167-3172], Ya.B. Kadirova. [8-B. 469-473], N. Shonazarova [9-B. 35-36], Ya.B Kadirova [10-B. 37-40] studied.

This means that the family is the basis of society, and the neighborhood is the cradle of national values. The well-being of the family is also an important factor in ensuring the stability of the social environment in the neighborhood and the development of society. "Respect for human dignity means ensuring the rights and freedoms and legitimate interests of everyone living in our country. The community, which is the foundation of our society, plays a key role in this." [11]

In short, today the important tasks of self-government bodies or mahallas are to create a safe environment in all respects, to improve the socio-spiritual and physical health of families, to respect the interests of the Motherland, the state and other citizens. is nurturing in the spirit. This means that for the Uzbek people, the mahalla has been the basis of the state and government for centuries, that is, in such communities it is not only territorial, neighborly, but also inextricably linked with internal spiritual and moral values. are becoming.

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PROBLEMS OF PHYSICAL EDUCATION IN THE CREATION PERIOD OF THE FRIEND "FORTY GIRLS"

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ABSTRACT

The types of physical exercises used in Karakalpak folk pedagogy in the physical education of young people have a long history. In this regard, the oldest forms that have survived to the present day are national wrestling, archery, running, jumping which have a special place in the epic "Forty Girls". This article discusses about problems of physical education in the creation period of the friend "Forty Girls".

KEYWORDS: Exercises, Problems of Physical Education, Folk Pedagogy, Physical Education, Archeology, Archeology Monuments

INTRODUCTION

Many games originated and were used in connection with the work and lifestyle of the first people. The fact that they have survived and survived to this day is also due to the fact that these games have always been needed and used in people's lives. Although many of the methods used in folk pedagogy related to physical education have survived to the present day, we cannot say that they all emerged at the same time, at the same time. Many of them are known to correspond to the period of the epic "Forty Girls" and have been used out of necessity. As a result, physical education has become a regular program and has reached this point. Some have been used up and lost because they are no longer needed. Now that there are no written sources in our time as to which of them were used or left out of use, some assumptions and logical opinions can be made on this issue. For example, according to archeological and historical sources, during the ancient collective system, people used stone weapons in the process of labor and hunting. These weapons have been cultivated little by little. In ancient times, hunting was considered the most important human activity, but gradually it was replaced by the development of weapons. As a result, people learned how to put bows and traps, and other mechanical movements, and began to use them in hunting.

This is confirmed by archeological monuments of the Mesolithic (Middle Stone Age) and Neolithic (New Stone Age). Such sources can be found in various parts of Central Asia. In the distant past, when people went hunting, they were exposed to various animal dangers and various natural disasters. People have always been ready to face all of these dangers. Against this, the people of ancient times used long-distance throwing of stones, wrestling, one-on-one fights with animals and other actions. Human-animal interactions have survived to the present day in some nations as a variety of customs. These competitions were once a form of education that was

created after humans began to tame animals in order to prepare humans so that they would not be defeated by wild animals.

According to historical and archeological findings, ancient people living in what is now Central Asia began to mine copper in the second half of the third millennium BC and use it in marriage, while in the second millennium BC bronze (copper and lead compound), from the end of the second millennium BC to the beginning of the first millennium, when iron ore was mined and processed. That is, weapons made of metals and the addition of various complex metals made of various metal alloys to them appeared in those days as both military and physical weapons. This period led to frequent military wars and the development and use of weapons against the enemy, as well as training, special exercises and competitions. The disappearance of some types of exercise in physical education is due to various developments and changes in our society. For example, in the 19th and 20th centuries, there were no human-animal competitions, and in the 19th and 20th centuries, there were no human-animal competitions. However, as mentioned above, they are rarely found in the ancient versions of the epic "Forty Girls".

However, in the history of the peoples of Central Asia, some of the sources about the ancient people's interactions with wild animals have been preserved in folklore. For example, the epic "Korkit ota", a similar cultural heritage of many Turkic-speaking peoples, contains information about a man competing with a bull. The main reason why these forms of exercise have not been used in recent times is that part of the population has moved to a sedentary lifestyle, resulting in the use and improvement of bows and other hunting weapons in human attacks on animals. there was no need for such battles. The endangerment of human life between animal and human beings has led to the abolition of such exercises.

Based on some folklore works, it is possible to think about changes in physical education. For example, in the epic "Korkit ota", which is typical of the majority of Turkic peoples, in the distant past there were three-element (troebore) competitions of our people, in which: wrestling, horseback riding, archery throwing (trinity) is said to have taken place. In recent times, these competitions have changed as a result of the development of society. According to the epic "Korkit ota" of the Turkic peoples, which had the same period of creation with the epic "Qirq Qiz", the competition of these three elements dates back to ancient times. to be transferred. In order to marry a girl, a young man had to win all three types of competitions. These processes were an independent form of testing the level of physical and moral upbringing of a young man and woman. The boy and the girl had to be constantly prepared from an early age to pass the tests without difficulty. This is because the people's way of life demanded it. They had to be constantly prepared for military wars.

In folklore, especially in the epic "Forty Girls", this three-element contest (troebore) is to some extent unique in other heroic epics.

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INNOVATIVE METHODS IN TEACHING ENGLISH AND MOTIVATION WHILE STUDYING

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ABSTRACT

After the independence of our country, the interest in teaching foreign languages has increased and many opportunities have been created for young people. This article highlights the importance attached to foreign languages and the innovative technologies needed to study them.

KEYWORDS: *Motivation, Innovation, Importance, Independence, Teaching English, Methods, Approaches, Fruitful Ways, Technology, Languages, Opportunity*

INTRODUCTION

New methods and requirements for teaching foreign languages in the country have been developed in accordance with the Recommendations of the European Framework for Assessment of Knowledge and Skills of Foreign Language Teachers (CEFR). According to him, textbooks have been created for students of secondary schools and vocational colleges. In accordance with these requirements, classrooms are equipped with stands and new information and communication technologies. The demand for learning a foreign language is growing day by day. Foreign language science is divided into four aspects (reading, reading, listening comprehension and speaking), each of which provides specific concepts and skills. Educational technology is the effective use of modern information technology in the educational process. It also aims to improve the quality and effectiveness of education through the introduction of modern innovative technologies in the educational process. In particular, there are several advantages to using such information and communication technologies in learning a foreign language. The role of modern technology in language learning and teaching is invaluable. The use of technology is useful in every aspect of learning a foreign language (reading, reading, listening and speaking). For example, to listen and understand, of course, it is impossible to do this process without a computer, player, CDs. Listening is one of the most important parts of language learning. This requires the student to pay attention to the speaker's pronunciation, grammatical rules, vocabulary, and meanings at the same time. The use of modern technologies in the educational process is also an important factor for students to be familiar with and use information and communication technologies. One of the most effective ways is to teach and learn a foreign language using modern technology. In this process, including: - when using computers, the student can watch and listen to videos, demonstrations, dialogues, movies or cartoons in a foreign language; - It is possible to listen and watch radio broadcasts in foreign languages and TV programs; - use of tape recorders and cassettes, which are more traditional methods;- CD players are available. The use of these tools makes the process of learning a

foreign language more interesting and effective for students [1]. Today, interactive games are becoming a tradition in schools. It is well known that a variety of play-based activities help students demonstrate their abilities, focus, increase their knowledge and skills, and become stronger.

Nowadays, the demand for learning English is increasing day by day in our country. And the main reason for that is people are becoming more aware of the all opportunities which comes after learning English. In recent days, as every field has developed, there has been a great number of improvement in educational system. And the most remarkable change is new methods and approaches in both teaching and learning English. To clarify this point, today teaching English involves not only secondary or higher education but also primary education even preschool level. As a result, to make students to be engaged in English, teachers introduced new methods which include practical lessons, (playing games, singing songs, speaking clubs, working in a group etc....) new approaches with technical advancements (presentations, English videos, films, online lessons, distance learning, new highly recommended e-books etc..). Even though both government and teachers attempt to provide with high quality education by using all possible ways, the response from students for requirements is not enough satisfying as expected. To be more clear, can we say that all of the students are at the same level in English such as in B1 level when they graduate from class 11? Of course, the answer is “No”. What do you think what is the most difficult barrier to mastering English as a second language? We have experienced teachers, advanced technology, (ranging from e-books to smart blackboards) all necessary equipment.

Why do students need motivation in learning?

Learning is fun and exciting, at least when the lesson plans are well matched students' interests and abilities and the teacher focus on hand out activities. When you teach right thing in a right way, motivation comes itself. If students are not enjoying learning, something wrong with your methods and approaches. As a result, you turned enjoyment into stiff boredom. Nowadays school, university are getting boring and frustrating. Teachers require student to come, then try to teach a great amount of information that students do not see a need or even cannot find any meaning. There is very little support for academic achievements as well. A few students are eager to learning, but most of them require only grades and we put a lot of pressure them to at least do enough to gain the grades they want. First of all, to motivate your students you must acquaint your students with opportunities which they obtain after learning English. For instance, job career, business development, academic achievements, or just keeping up with world 's updates, plus, making a lot of friends all over the world can increase the interest for learning new language. Beyond doubt your students must understand why they are learning English. Try to give examples from highly successful people in every field who learned English as a second language. Be sure you involve the people they want to know.

Secondly, make class more interesting. When students enjoy their time they will be more eager to study. At this time their motivation comes from themselves rather than you. Before beginning your lesson try to use warm up activities. It can be singing a song, watching English clips, dancing or even just speaking. Talk about their typical days or weekends what they do or about their hobbies. Warm up activities must not depend on your lesson topic. While you are using activities be sure every student is involved. Because there are a lot of evidences that most teachers work with active students rather than passive ones which leads to decrease the interest

of learning among students. Your job is to be equal for everyone in class even if it demands great, hard work. In contrast you should work much more on students who have more difficulties than active ones. Maybe warm up activities seems wasting your precious time in lesson but trust me it works well when you put it in practice. Now that student will be more active when they feel freedom and relationship between a student and the teacher.

The next step is giving right feedbacks. You had better avoid giving too much criticism during lessons. It can damage students' self-confidence. After having listened many negative feedbacks your student think "My English is full of mistakes, I am afraid to speak, because others find difficult to understand" or any other feeling which stop them to be more active and they tend to be shy all the time in class. It is important to give positive feedbacks, like compliments, encouragement. When you have criticism it is better to give them with some positive feedbacks. Because it is much easier to accept your mistakes after hearing your achievements. However, paying much more attention to positive feedback can also damage student progress. Because students don't work on themselves when they think their level is good enough. For these reasons, you must know the norms and the role of your feedbacks.

In short, the use of innovative methods in English lessons develops students' logical thinking skills, fluency, and the ability to respond quickly and accurately. Such methods stimulate the student's desire for knowledge. The student tries to prepare well for the lessons. This makes students active participants in the learning process.

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THEORETICAL BASIS FOR THE DEVELOPMENT OF VOCATIONAL GUIDANCE IN SECONDARY SCHOOLS

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ABSTRACT

The creation of an integral system of vocational guidance for students of general education schools, the use of modern technologies in the conduct of pedagogical activities based on this system will help to find a positive solution to the goal. The main task is to direct young people to the profession.

KEYWORDS: *Career Guidance, Labor Market, Specialization, International Classification, Vocational Education, Socio-Economic Factors, Professional And Pedagogical Diagnostics, Psycho Physiological Abilities, Testing, Programs, Booklets, Advertising, Agitation, Excursion.*

INTRODUCTION

Improving the country's system of vocational advice for young people is a prerequisite for the system of continuing education to work well in terms of resources, personnel, organizational, information, and legal issues.

Extending students' knowledge of the labor market and increasing their awareness of how to properly manage their careers has shown to help them compete in the labor market.

Many national and international scientists have focused on vocational advice difficulties.

G.S. Nasriddinova's work, in particular, demonstrates how to fix mistakes made by pupils while picking a vocation. It has been highlighted that a lack of effective organizing of professional knowledge leads to erroneous conclusions in career choice [1].

Professionalism and profession were defined by M.Cherednikov and Sh.Ergashev. They emphasize the uncertainty and variety of this concept's semantic area. It's also worth noting that the terms "training," "profession," and "specialization" are all used interchangeably. Accepting a profession in classical science is done under the heading of division of labor and, more broadly, social activity differentiation [2]. Differences in perceptions of the profession's nature were attributed to the following:

- the nature of occupations: in some cases it is the division of material labor, and in others it is the activity of managing society and performing spiritual functions;
 - criteria for whether a particular activity is related to a particular professional activity;
-

- the main functional affiliation of the profession: meeting the needs of society or, above all, production.

The work of O.I.Shkaratan reflects the definition of a profession as belonging to a distinct form of job: "Occupation is a specific sort of activity of an individual (with a market value) in which the individual is constantly engaged to make money."

Professional affiliation is disclosed in European countries utilizing two concepts: occupation (or "profession") and profession (or "form of work organization, type of employment").

As a result, job descriptions are used to create occupational classification models. The Universal Classification of Exercises, developed in 1988, and the Republic of Uzbekistan's National Classification of Exercises, developed in 2000, are both universal.

The "National Classification of Secondary Special, Vocational Education, Professions and Specialties," which is used to establish specialties in vocational institutions, is the most used classification for vocational counseling in secondary schools.

Career guidance is a complicated process that is influenced by a variety of circumstances.

There are four kinds of factors that influence the process of professional self-determination from a psychological and pedagogical standpoint.

First, there are socioeconomic aspects to consider. Young people have a number of options for how to use their energy in today's society, which is in various stages of growth. This is primarily owing to the wide diversity of occupations available, their potential for growth and development, and society's demand for certain specialists.

Socio-psychological elements make up the second group. It is first and foremost a social setting in which a child grows up before and after school. An individual's view of values is shaped by their social environment, which influences their attitudes toward other groups, specific aims, stereotypes, and attitudes.

The initial psychological variables make up the third group. Personal interests and tendencies, general and specific abilities, mental and personal development, memory, attention, motor skills, and so on are examples of these.

The fourth group also consists of individual and psychophysiological characteristics of the student. They determine the dynamics of mental processes and manifest themselves in the form of various temperaments that adapt or complicate the performance of certain activities.

The literature published in the field of vocational guidance of students, as a result of research conducted in this area, revealed that the main stages of effective vocational guidance of secondary school students are as follows.

1. Provide vocational information and professional knowledge to secondary school students throughout the school year. This includes explaining the areas of work in existing occupations and areas of employment, based on the age characteristics of the student, the occupations and their application, the importance of the application of each profession in human activities.
2. To study the abilities, capabilities and interests of students from the first grade using psychological and pedagogical diagnostics.

3. To provide students with the necessary advice based on the analysis of the results of psychological and pedagogical diagnosis, to correct their psychological problems, and ultimately to make the right career choices within their capabilities and inclinations.

The main work at the above stages is related to the system of psychological and pedagogical diagnosis. Diagnosis using a variety of psychological and pedagogical methods reveals the unique characteristics, psychophysiological abilities, abilities, capabilities and interests of each student.

Psychological and pedagogical diagnostic work is carried out primarily by school psychologists, and as a basic principle it is necessary to take into account the following.

- Use of scientifically based, tested methods in diagnostics;
- Take into account the characteristics of the person during the diagnosis and take measures to prevent psychological harm;
- Ensuring the confidentiality of diagnostic results.

Psychological and pedagogical diagnostics is an integral part of career guidance, and as mentioned above, it helps students to choose a career and find their place in the future.

Most young people are more imaginative about market relations and the opportunities they have. Failure to do so in the early stages of a practical career can lead to a complex socio-psychological state of fear and discouragement among young people.

Finding solutions to these problems requires a wider use of vocational training opportunities. In particular, the State Education Standards and curricula based on the goals and content of training play a key role in the implementation of vocational education.

The main theoretical and at the same time effective result of vocational guidance is that it creates the concept of a profession in the younger generation, that is, in the individual from school, and reveals the inclinations and interests in it, his ability is to determine the extent to which there is a discontinuity and irrational continuity between the work he is doing or the profession he has chosen and the level of his training and preparation.

Career guidance refers to the individual's interest in choosing a profession, as well as the need for the profession in society, as well as the person's level of ability based on these needs, based on the provision of professional adaptation and psychological methods, it is understood to direct and assist him in this or that profession.

Among the various theoretical explanations for career guidance, there are currently two most important concepts:

- Traditional (diagnostic);
- Modern (developing).

The main task of traditional (diagnostic) career guidance theory is to determine a person's professional orientation by comparing his psychological characteristics and personal needs. In this case, the main responsibility falls on the professional consultant. It uses tests to determine if a person is interested in a particular profession. In this case, the person, the learner, plays a passive role..

The modern (developmental) career orientation concept implies the active participation of an individual in determining his or her future. The main focus is on determining the development of the individual in the process of mastering different areas. Career guidance is seen as part of the educational process. Career preparation is based on an educational system in which the individual is influenced by society [3].

Before looking at the concept of "career guidance system", we must first clarify the concepts that belong to it and are related to it. Let's look at the concept of "profession" first. Ye.A. Klimov used four approaches to define this term:

- 1) An environment in which a person performs his or her job functions;
- 2) A community of people working in a specific field;
- 3) Preparation, i.e, the ability of a person to perform certain job functions with all his knowledge and skills;
- 4) The process by which an expert is a professional, that is, a time-distributed labor function.

There are many potential ways for a site developer to earn a living:

- informative - programs, booklets, advertising, agitation, etc.;
- enlightened;
- excursions to organizations - direct visits to organizations to get acquainted with the work process, procedures and areas of work;
- screening of professional films and videos - showing films and videos on the subject in order to acquaint students with the world of professions during the lesson, or during certain courses;
- meetings with professionals, representatives of enterprises and organizations working in the field of vocational guidance;
- conducting special classes in the course of vocational guidance - providing professional information to young people with the involvement of career educators, consultants and psychologists, identifying their personal interests through questions and answers, tests and other means, show them the right way.

In fact, the methods used in career guidance are more than the list provided above, but the methods presented are considered to be basic and an easy approach for young people of this age in choosing a career.

The basic principles of career guidance theory are as follows:

- Resolving conflicts between personal and public interests;
- Overcoming the contradiction between the free choice of profession and the level of opportunity for young people to pursue their careers;
- Scientific proof of methods and forms of psychological and pedagogical diagnosis and vocational guidance;
- Freedom to choose all types of education, careers and education, and employment;

- The complex nature of career guidance.

The fact that different disciplines define it from their own unique perspectives demonstrates the concept's adaptability. Vocational advice, for example, refers to the activities of the pedagogical community, vocational education institutions, families, and communities in the field of pedagogy. Their role is to determine students' personal interests, aptitude, and psychological and physical health levels in order to help them choose the best career.

The implication is that the person has completed a stage of preparation, such as transitioning from high school to the next stage, and now must choose the appropriate profession based on his interests and goals for future employment in that profession. Simultaneously, it should enable him to select a profession, become acquainted with the world of professions, and gain an understanding of them.

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BASIC RISK FACTORS FOR OBESITY IN YOUNG ADULTS ANNOTATION

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ABSTRACT

Obesity is a common and serious disease

- *The US obesity prevalence was 41.9% in 2017 – March 2020.*
- *From 1999 –2000 through 2017 –March 2020, US obesity prevalence increased from 30.5% to 41.9%. During the same time, the prevalence of severe obesity increased from 4.7% to 9.2%.*
- *Obesity-related conditions include heart disease, stroke, type 2 diabetes and certain types of cancer. These are among the leading causes of preventable, premature death.*
- *The estimated annual medical cost of obesity external icon in the United States was nearly \$173 billion in 2019 dollars. Medical costs for adults who had obesity were \$1,861 higher than medical costs for people with healthy weight.*

KEYWORDS: *Obesity, Young Age, Basic Risk Factors.*

INTRODUCTION

Some recent global estimates from WHO are summarized below:

- In 2016, about 13% of the world's adult population (11% of men and 15% of women) were obese.
- From 1975 to 2016, the number of obese people worldwide more than tripled. It is estimated that in 2016, about 41 million children under the age of 5 were overweight or obese. Overweight and obesity, previously thought to be common in high-income countries, are now becoming more prevalent in low- and middle-income countries, especially in cities. In Africa, the number of obese children under 5 years of age has grown by almost 50% since 2000. In 2016, almost half of overweight or obese children under 5 years of age lived in Asia. [49]

Young people born in the 90s of this century, the risk of obesity is two to three times higher than the rest of their family members who were born in the period from the 50s to the 80s of the last century, including their older siblings. This was shown by a recent study by British scientists. Now this metabolic disorder, to one degree or another, is observed in an increasingly growing number of young people. Obesity is rapidly getting younger. And now many adolescents aged 12 to 17-18 years old suffer from this pathology.

The epidemiology and incidence of many chronic diseases, including obesity, depend on racial and ethnic differences, as well as on the characteristics of geographic and socio-economic conditions of life.

A number of foreign researchers attribute overweight and obesity to complex, multifactorial, multigenic disorders that are closely related to the characteristics of the psycho-socio-cultural environment.

The significance of the obesity problem is determined by the threat of disability in young patients and a decrease in the overall life expectancy due to the frequent development of severe concomitant diseases. These include: type 2 diabetes mellitus, arterial hypertension, dyslipidemia, atherosclerosis and related diseases, reproductive dysfunction, cholelithiasis, osteochondrosis. Obesity reduces resistance to colds and infectious diseases, in addition, sharply increases the risk of complications during surgery and injury.

Obesity significantly reduces life expectancy on average from 4-6 years with a slight excess weight, up to 20 years with severe obesity. In almost two cases out of three, a person's death occurs from a disease associated with impaired fat metabolism and obesity. Obesity is a colossal social problem. Most of these individuals suffer not only from illness and limited mobility; they have low self-esteem, depression, emotional distress and other psychological problems due to prejudice, discrimination and isolation in society. In society, the attitude towards patients with obesity is often inadequate; at the household level, it is believed that obesity is a punished gluttony, punished laziness, therefore, the treatment of obesity is everyone's personal business. Really, public consciousness is still far from the idea that obese people are sick people, and the cause of their illness is often not an unbridled addiction to food, but in complex metabolic disorders leading to an excessive accumulation of fat and adipose tissue. The social significance of this problem is that severely obese people find it difficult to get a job. Obese people experience discriminatory restrictions on promotion, everyday household inconveniences, restrictions on movement, in choosing clothes, inconvenience in taking adequate hygiene measures; sexual dysfunction is often observed. Therefore, society has not yet finally realized the need to create and implement programs for the prevention of obesity. and the cause of their illness is often not in an unbridled addiction to food, but in complex metabolic disorders leading to an excessive accumulation of fat and adipose tissue. The social significance of this problem is that severely obese people find it difficult to get a job. Obese people experience discriminatory restrictions on promotion, everyday household inconveniences, restrictions on movement, in choosing clothes, inconvenience in taking adequate hygiene measures; sexual dysfunction is often observed. Therefore, society has not yet finally realized the need to create and implement programs for the prevention of obesity. and the cause of their illness is often not in an unbridled addiction to food, but in complex metabolic disorders leading to an excessive accumulation of fat and adipose tissue. The social significance of this problem is that severely obese people find it difficult to get a job. Obese people experience discriminatory restrictions on promotion, everyday household inconveniences, restrictions on movement, in choosing clothes, inconvenience in taking adequate hygiene measures; sexual dysfunction is often observed. Therefore, society has not yet finally realized the need to create and implement programs for the prevention of obesity. can hardly get a job. Obese people experience discriminatory restrictions on promotion, everyday household inconveniences, restrictions on movement, in choosing clothes, inconvenience in taking adequate hygiene measures; sexual dysfunction is often

observed. Therefore, society has not yet finally realized the need to create and implement programs for the prevention of obesity. can hardly get a job. Obese people experience discriminatory restrictions on promotion, everyday household inconveniences, restrictions on movement, in choosing clothes, inconvenience in taking adequate hygiene measures; sexual dysfunction is often observed. Therefore, society has not yet finally realized the need to create and implement programs for the prevention of obesity.

A healthy person contains 15-25 kg of pure fat (women have more than men). Given its high calorie content (9.3 kcal / g compared to 4.1 kcal / g for glucose), it can be calculated that people have a constant supply of "fuel" of about 150-180 thousand kilocalories. This is enough to provide the body's energy needs for 40 days. But since fat is constantly consumed for various needs, its depot has to be replenished. In young and middle-aged men, the daily energy expenditure ranges from 2,500 kcal for light work to 5,000 kcal for hard physical labor. It is curious that even if a person does nothing, but rests in a comfortable chair, to maintain the so-called basic metabolism, take out and put 1600-1900 kcal.

Simple fats are compounds of a trihydric alcohol of glycerol with three fatty acids and contain only three chemical elements - carbon, hydrogen and oxygen. It should be remembered that a person can synthesize fat from carbohydrates. This is especially true for beer drinkers; their distinguishing feature is "beer belly" (although beer does not contain fat).

Fats found in the body of different animals differ in the length of the fatty acid chains and the presence of double bonds in them. The fewer double bonds, the tighter the fatty acid molecules are adjacent to each other, and the fat is firmer. Vegetable fats remain liquid even in the refrigerator. The body is able to build on and shorten chains, and for this purpose can be satisfied with any fat. But still, the consumption of animal fats, including butter, is mandatory for humans - only they contain vitamins A and D (carrots and yeast contain their precursors - carotene and ergosterol).

Vegetable fats contain essential for humans polyunsaturated fatty acids - linoleic and linolenic. They are so important to the body that they are considered vitamins (vitamin F). In addition, vegetable oils are a source of vitamin E, which is only found in the liver in animal products.

It is curious that the heart can use fatty acids for work, but feed the brain with pure glucose. Muscles use glucose at a low load, and at an increased load they switch to fats. Consequently, the hustle and bustle of household and kitchen chores "eats" glucose without affecting fat stores.

In general, adipose tissue in the body performs, in addition to the aforementioned, a lot of useful functions. It serves as a heat insulator, participates in water metabolism, processes of converting carbohydrates into fats and vice versa, passive neutralization (deposition) of harmful substances, accumulation of fat-soluble vitamins (A, D, E) take place in it. But perhaps the least known to the general public is the endocrine function of adipose tissue. But it is precisely its violations that can contribute to the emergence or progression of obesity and related diseases.

An important stage in the metabolism (transformation) of male sex hormones (namely testosterone) into female sex hormones (estrogens) occurs in fat cells. The rate of this transformation increases with the growth of fat accumulation, especially abdominal. Therefore, obese men may acquire some secondary female sexual characteristics and disorders in the male genital area.

Leptin - a hormone that signals to the hypothalamus (part of the brain) about the amount of fat depots is also produced mainly by fat cells. It is part of a complex system that regulates eating behavior and energy expenditure in the body, i.e., ultimately, body weight. The effects of leptin extend to other endocrine organs - the thyroid gland, adrenal glands, gonads, and possibly the immune and autonomic nervous systems.

In most adults, body mass index (BMI) is closely correlated with adipose tissue, which is calculated using the formula $BMI = \text{weight (kg)} / \text{height}^2 \text{ (m)}$. Underweight: BMI less than 18.5 kg / m².

Normal weight: BMI from 18.5 to 24.9.

Overweight: BMI more than 25, but less than 29.9.

Obesity grade I: BMI more than 30, but less than 34.9.

Obesity grade II: BMI more than 35, but less than 39.9.

Obesity grade III: BMI more 40, but less than 44.9.

IV grade obesity: BMI more than 45 kg / m².

BMI is not suitable for assessing the condition of some athletes (for example, weightlifters, bodybuilders), pregnant and lactating women, as well as fragile elderly people.

There are two types of obesity: central (abdominal) - with the predominant formation of a fat depot in the abdominal cavity (typical for men) and peripheral - with fat deposition mainly under the skin (more common in women). It is with the first type of obesity that most health problems are associated: type 2 diabetes mellitus, hypertension, atherosclerosis, metabolic syndrome.

Primary obesity appears to be related to heredity. It is noticed that if both parents are obese, then in children it occurs in 80% of cases, if one - in 60%, and if the parents are of normal weight - then the probability decreases to 15%. Nevertheless, despite the genetic predisposition, obesity is an acquired disease. There is a mechanism in the body that maintains a constant level of fat (lipostasis). In obesity, the balance between calorie intake and calorie expenditure is disturbed, fat accumulates and then its amount stabilizes at a new, higher level. The regulation mechanism can break down for various reasons, for example, due to constant overeating. The bad habit of eating more food than is required, combined with heredity, turns into a disease.

The development of obesity can follow two scenarios. In the first case, the number of fat cells (adipocytes) remains constant, but fat accumulates in each of them. The normal volume of an adipocyte is 0.4 microliter, the limiting one is 1 microliter. Therefore, no matter how much fat is stored, the depot will not increase more than 3-4 times. This form of obesity is called hypertrophic and usually develops in adulthood.

In the second option, fat cells multiply and their number increases. New cells secrete a substance that increases appetite. The number of cells, and at the same time the excess body weight, increase to exorbitant values. This type of obesity (it is called hyperplastic) is often associated with a hereditary predisposition and begins much earlier. The greatest risk for developing this type of obesity occurs during adolescence, pregnancy and menopause.

According to the location of fat accumulations, two types of simple obesity are distinguished: android (male) and gynoid (female). The gynoid type of obesity is also called pear-shaped, since

fat is deposited mainly on the thighs and buttocks. By analogy, the android type, in which body fat is found mainly on the abdomen and chest, is called apple.

By the way, cells that form deposits of the gynoid type are able to synthesize and accumulate female sex hormones, which support sexuality in women in the postmenopausal period and protect against atherosclerosis. Therefore, a small fat layer in the thighs is a must for women.

The android type gives more complications than the gynoid type. Fat deposits in the abdomen are often located not under the skin, but around the internal organs. In general, hyperplastic, android and visceral obesity is considered more dangerous, while hypertrophic, gynoid and subcutaneous obesity is considered less dangerous. The first combination brings a whole bunch of troubles, the second - only individual flowers. This bouquet, in addition to simple inconveniences, includes atherosclerosis, ischemic heart disease, thrombosis of cerebral vessels, fatty liver, varicose veins, diabetes, gout, arthrosis, chondrosis and cancer.

Causes for the increased occasions of obesity among young people

Sedentary lifestyle

The motor activity of the current adolescent is much less than his peer who lived 2-3 generations ago. The fundamental role in this is played by the introduction of various scientific and technical innovations into everyday life. The overwhelming majority of young people today prefer to sit for a long time at a computer, tablet or laptop over live communication, dancing, hiking, sports games. A certain role in the formation of excess weight was played by the way of life itself, which has radically changed over the past decades. Many young men and women today live in urban conditions. And they do not need to help their parents with the housework - chopping wood, looking after domestic animals, working in the field.

Unhealthy food

Nutrition, like lifestyle, has also changed dramatically. And - not for the better. Thanks to intrusive advertising, fast food (fast food) is very popular among young people. Hamburgers, cheeseburgers, hot dogs, shawarma include Trans fats, synthetic additives, digestible carbohydrates. The physiological value of these components is not that minimal - zero. Without bringing any benefit, but only harm, they are quickly deposited in soft tissues in the form of fatty accumulations. The same is true for the rest of the seemingly harmless offal - crackers, bars, and even soft drinks. And complete food, containing in optimal quantities everything that is needed for a young body, is less and less likely to be found on store shelves. Besides, some parents, in their care, lose all sense of proportion and reality - a son or daughter with a normal weight seems overly thin to them. There is a banal overfeeding.

Hormonal imbalance

Puberty is accompanied by changes in the level of various hormones. Moreover, these changes do not occur smoothly, but in leaps and bounds. At a certain stage, dishormonal disorders can manifest themselves as overweight.

Accelerating the pace of life

The overwhelming majority of adolescents do not have a measured lifestyle. They are in a hurry, they have a lot of things to do. In a constant rush, there is no time to even eat normally. But

eating should be regular and unhurried. Snacking small meals on the go also doesn't help you lose weight. [55]

And this problem applies not only to people who are obese, experts say: all those who carry excess fat are at increased risk.

In the pathogenesis of kidney damage in obesity, tubulointerstitial disorders predominate with the development of chronic inflammation, preceding glomerular damage and clinical manifestation of nephropathy. Some of the adverse effects of obesity on the kidneys may be the result of later developing comorbid conditions (diabetes mellitus (DM), arterial hypertension), but they also highlight the direct effect of adipose tissue on the kidneys, associated with the endocrine activity of substances produced by adipocytes, among which an important role belongs to adiponectin, leptin and resistin. As a result, a number of processes are triggered, including inflammation, oxidative stress, impaired lipid metabolism, activation of the renin-angiotensin-aldosterone system (RAAS), an increase in insulin production and the formation of insulin resistance (IR). Pathological changes include ectopic lipid accumulation and an increase in the amount of fatty deposits in the renal sinus, the development of glomerular hypertension and an increase in glomerular permeability due to hyperfiltration-induced damage to the glomerular filtration barrier and, ultimately, the development of glomerulomegaly and focal or segmental glomerulosclerosis.

Glomerulomegaly is the primary histopathological feature that distinguishes obesity glomerulopathy from primary focal segmental glomerulosclerosis (FSGS). Thickening of the glomerular basement membrane, which was previously considered the initial and early manifestation of hyperglycemia, diabetic nephropathy and nephrosclerosis associated with essential arterial hypertension, is detected on biopsy and in patients with obesity glomerulopathy at normal glycemic levels. Moreover, the thickness of the glomerular basement membrane directly correlates with the level of cholesterol and triglycerides. The clinical features of FSGS in obesity have been studied in detail by M. Praga et al. (2001) and included the absence of signs of nephrotic syndrome (edema, hypoalbuminemia) even with very high urinary protein excretion, as well as the slow progression of renal failure.

Among the main factors for the progression of kidney damage in obesity are: insulin resistance, hyperinsulinemia, dyslipidemia, impaired systemic and renal hemodynamics, ischemia of kidney tissue, auto- and paracrine effects of adipose tissue hormones. Insulin resistance is today considered as one of the key components of metabolic syndrome (MS), the frequency and severity of which in the human population has already acquired the character of a “global epidemic of the 21st century”.

WHO has also developed the Global Action Plan for the Prevention and Control of Noncommunicable Diseases 2013–2020. in line with the commitments made in the UN Political Declaration on Noncommunicable Diseases (NCDs), endorsed by Heads of State and Government in September 2011. The Global Plan of Action will contribute to progress towards the achievement of 9 global targets for noncommunicable diseases by 2025, including a 25% reduction in premature deaths from NCDs and a stabilization of the global number of obesity cases at the 2010 level.

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INTERACTIVE PROGRAMS AS A MEANS OF IMPROVING THE QUALITY OF CADETS' KNOWLEDGE

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ABSTRACT

The article deals with the use of interactive programs in Russian language classes, and in particular the training program «Russian for military lawyers» in order to improve the professional and communicative competence of cadets of higher military educational institutions of the Republic of Uzbekistan. The main tasks, advantages and effective types of interaction of using this program are also identified.

KEYWORDS: Professional Competence, Specialty Language, Information And Communication Technologies, Interactive Program, Communicative Interaction.

INTRODUCTION

At this time, graduates of higher military educational institutions of the Republic of Uzbekistan, first of all, should be able to adapt to a rapidly changing world, quickly find, process and systematize the necessary information, creatively comprehend and interpret it. In this regard, there is a need to use modern information and communication technologies that allow implementing the principles of personality-oriented learning.

The use of information and communication technologies makes it possible to intensify the educational process: increase the pace of classes, organize self-study and mutual learning, deepen the degree of practicing practical skills, conduct differentiated work with everyone, increase the share of independent work, check the assimilation of theoretical knowledge in a short period of time and identify literacy gaps.

The use of information and communication technologies in Russian language classes allows the teacher to diversify the forms and types of work with cadets, to activate their attention, to increase creativity. Today, we use a fairly wide range of information and communication technologies to achieve the desired results in education. These are interactive training programs, electronic textbooks, electronic dictionaries, training programs, virtual excursions, encyclopedias, etc. The use of information and communication technologies in Russian language classes allows you to control the activities of cadets, while providing flexibility in the management of the educational process, and contributes to the formation of reflection.

MATERIALS

Considering the above, we came to the conclusion that the main component of the learning system is an interactive program, which is the main didactic tool in the learning system. It determines the scope, content and focus of educational activities and helps to present the result clearly. We have analyzed Russian and domestic training programs, such as «Case Detective», «The Secret of 6 chests», a training program developed by Russian teachers of the National University of Uzbekistan. We use these programs in the educational process and in the organization of independent work of cadets. As these programs are designed only for basic mastery of the Russian language, we have created our interactive program «Russian for military lawyers» on the basis of these programs in the direction of «Legal security». The substantive aspect of this Program is the language of the specialty.

Russian is studied in the first and second years in higher military educational institutions of the Republic of Uzbekistan and for each direction we have developed specialized work programs, for example, "Russian language (for cadets studying in the direction of "Legal security")", "Russian language (for cadets studying in the direction of "Educational and psychological support official activity")", etc. These Programs were developed by teachers of Russian studies of the Department of "Languages" of the University of Public Safety of the Republic of Uzbekistan and approved by the Academic Council of this university. The documents were created in strict accordance with the resolutions of the President of the Republic of Uzbekistan dated December 10, 2012 No. PP-1875 "On measures to further improvement of the system of learning foreign languages", the Cabinet of Ministers of the Republic of Uzbekistan dated May 8, 2013 No. 124 "Requirements for the level of training of graduates of all levels of teaching foreign languages". In these programs, the introduction of the educational, scientific and professional Russian language begins at an early stage of training. From our point of view, it is most correct to use two formulations: educational and scientific and professional language. This is due to the separation of academic and business aspects of communication. The academic aspect is represented by the language of the educational and scientific sphere. The participants of the educational communication situation are the teacher and the cadets. Within the framework of this aspect of communication, a scientific style of speech is introduced. Business communication is carried out between specialists using the means of the official business style. Cadets receiving higher education at the University of Public Safety of the Republic of Uzbekistan study not just the scientific style of speech, but the language of the specialty. By the language of the specialty, we mean the practical implementation of the scientific and official business style of speech in the system of the needs of the military profile of knowledge and a specific military specialty. We believe that the aspect of teaching the Russian language, which provides educational, scientific and professional communication when obtaining a specialty in a military educational institution, is very important at the moment, and therefore, the subject of our research is the language of the military specialty, studied both at the initial and advanced stages.

METHODS

In modern methodology, there is a desire to bring the conditions of the educational process closer to the conditions of modern communication in the professional sphere. In this regard, it is necessary to pay great attention to the development of all four types of speech activity: listening, speaking, reading, writing. In the methodology of teaching the Russian language, there is such a term as "interconnected learning". This phrase refers to the parallel and balanced formation of

four types of speech activity based on common language material within their sequential-temporal relationship. In this research, the interrelated training is reflected in our interactive program "Russian for Military lawyers". The interactive program "Russian for Military Lawyers" is based on interconnected training.



Fig.2.1. Interactive program "Russian for Military Lawyers"

An important aspect of the use of our interactive program "Russian for military lawyers" in the study of the Russian language is not only the transfer of informative, interesting information to the cadets in Russian in an accessible form, but also "live" communication between the cadets in Russian. Priority tasks of the interactive Program (Fig.2.2.):



Fig. 2.2. The tasks of interactive program "Russianfor Military Lawyers"

All these tasks serve a single purpose – it is the improvement of professional competence to the extent that provides the possibility of carrying out professional activities in Russian, which requires cadets to master the educational, scientific and professional levels of the Russian language both at the initial and at the advanced stage of training. In our opinion, the advantages of the interactive program "Russian for military lawyers" are as follows:

- 1) A large volume of voiced educational material;
- 2) Compliance of training programs with modern requirements – interactivity, control of the material passed, testing and evaluation of knowledge;
- 3) The possibility of using the program both in the classroom and during independent training, as well as in distance learning systems;
- 4) deployed test system;

5) The ability to use printed copies of educational materials, mainly in classroom work.

As practice has shown, the implementation of such an approach was effective in teaching the basics of the Russian language on the material of the language of the specialty, in this case, jurisprudence. The interactive program "Russian for Military Lawyers" is focused on achieving these goals. The interactive program "Russian for military lawyers" was developed in accordance with these principles:

1. The amount of educational material is strictly limited;
2. Dictionary of legal terms in the program helps cadets adequately and quickly overcome the language gap;
3. The visibility of lexical units and grammatical constructions (the language material of classes is presented in the form of presentations, which contributes to better perception and assimilation);
4. Part of the grammatical material is introduced lexically;
5. Solving the difficulty associated with the difference between Uzbek and Russian languages: the presence of a Russian-Uzbek dictionary of legal terms in the program helps cadets adequately and quickly overcome the language gap. Russian for Military Lawyers interactive program contains a presentation part, exercises for fixing, tests, legal incidents, the heading "It's interesting!", video clips from films, interviews with famous lawyers, audio materials, Russian-Uzbek-English dictionary of legal terms (Fig.2.3.). It combines textbook, simulator, task book and workshop.

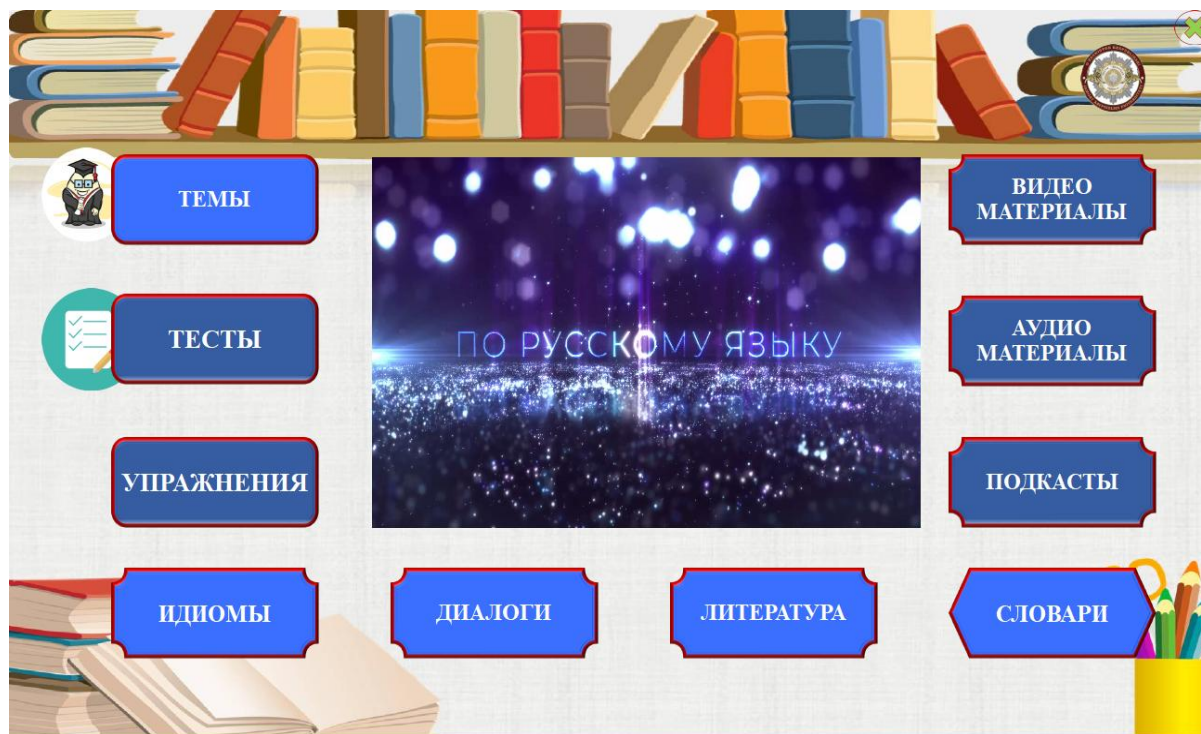


Fig. 2.3. Interactive program "Russian for Military Lawyers"

The interactive program consists of 4 sections: "Fundamentals of Law", "International Law", "Criminal Law", "Ensuring public safety" (Figure 2.4.).

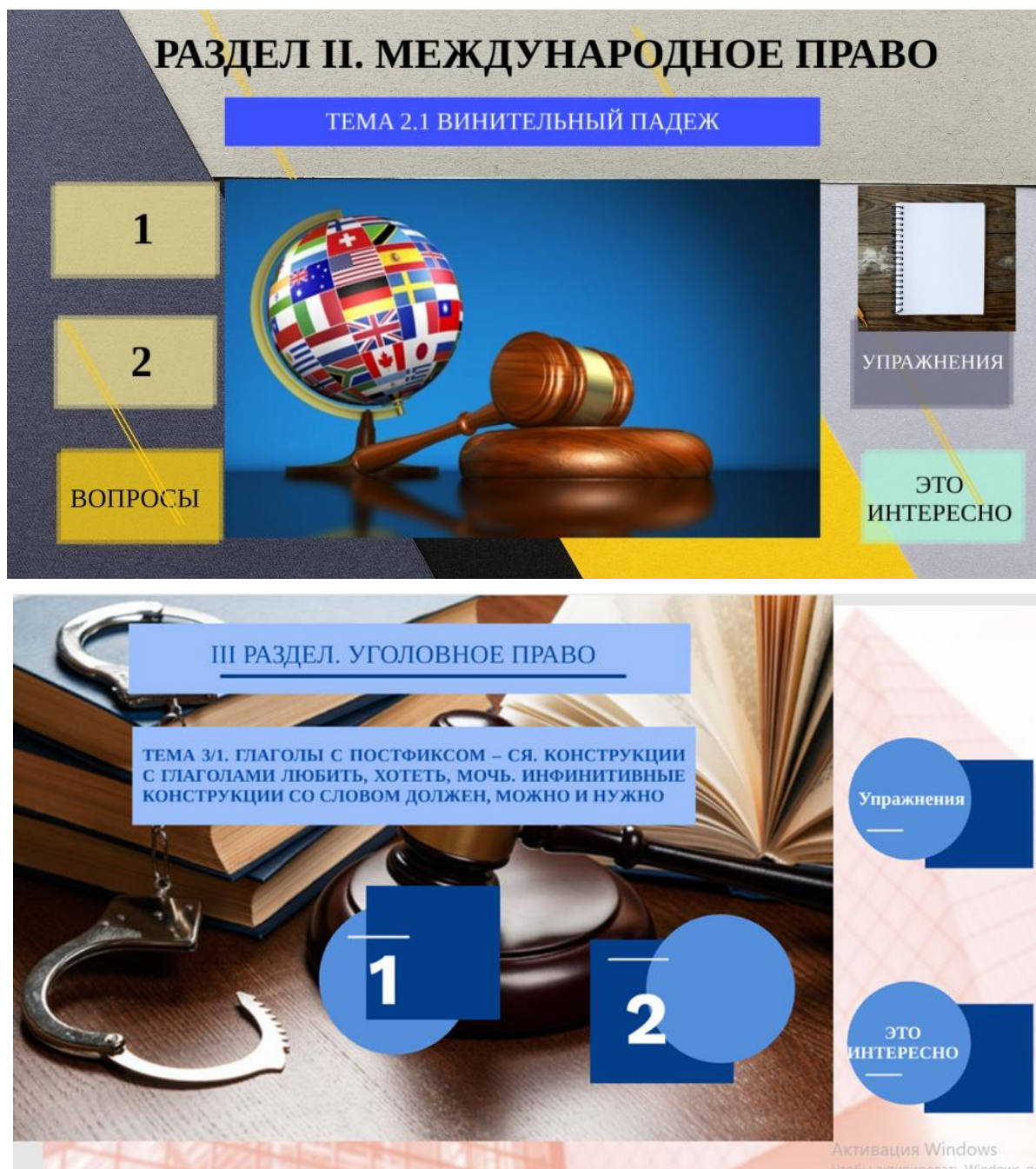


Fig. 2.4. Sections of the interactive program "Russian for military lawyers"

Each section includes 5 topics, according to the working program "Russian language" for cadets studying in the direction of "Legal security" (Fig.2.5.).



Рис.2.5. Темы в интерактивной программе «Русский язык для военных юристов» Fig. 2.7. Topics in the interactive program "Russian for military lawyers"

Each topic contains lexical material related to a certain section of jurisprudence, grammatical constructions, which allows you to combine language learning and mastering the material in the language of the specialty. The lexical and grammatical material in the program is represented by all types of speech activity. In this way, the principle of interconnected learning is implemented. Each topic contains a variety of exercises for practicing and consolidating language skills. The imitative, substitution, reproductive, transformational and speech tasks presented in our interactive program are aimed at improving the professional competence of future military lawyers. Various tasks are offered, for example, "listen and write down", "listen and translate into Uzbek", "listen and retell", "fill in the table", "find the right matches", "answer the questions", "restore the dialogue", "make a sentence", etc. All these exercises allow you to use all types of speech activity and contribute to the development of professional skills implemented in Russian. Already at the first stage of training, acquaintance with the vocabulary of a new topic is carried out through listening and reading. The thematic parts end with a large communicative unit – a text accompanied by post-text exercises. Post-text exercises develop speech and written activity (Fig.2.6.).

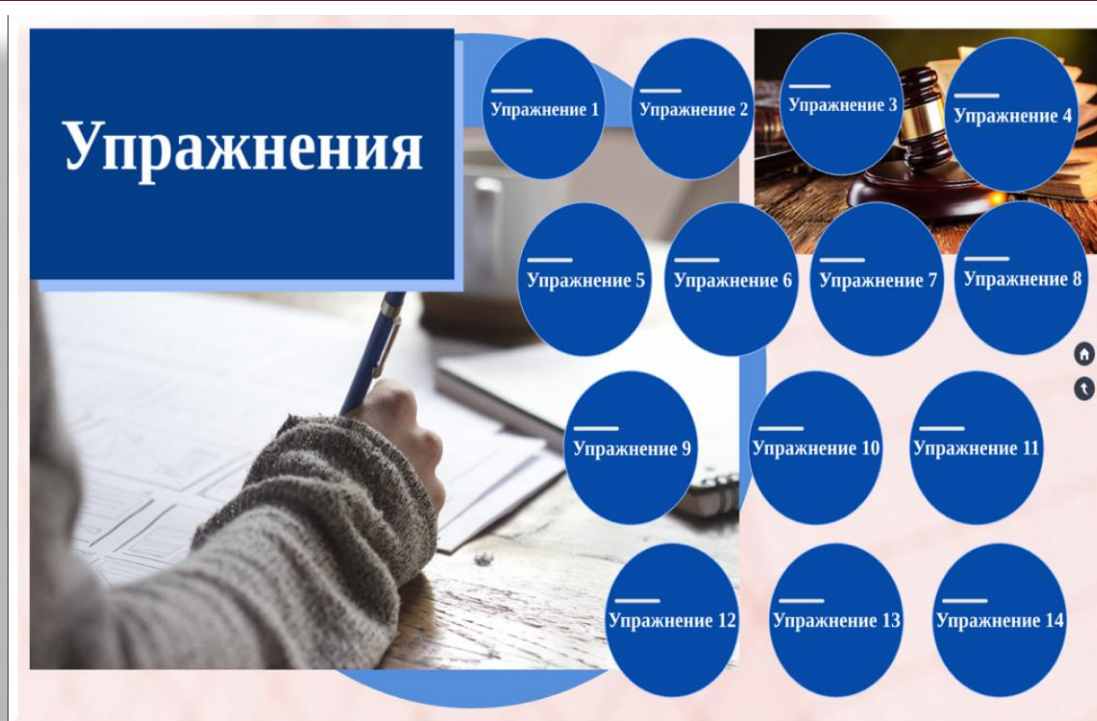


Fig. 2.6. Exercises presented in the interactive program "Russian for military lawyers"

The interactive program "Russian for Military Lawyers" presents a detailed testing system. When the program starts, tests are automatically activated to determine the level of proficiency in the Russian language and the test results are saved in a special folder. At the end of each section, it is necessary to pass a test to consolidate the material passed. The final stage is to test the cadet's knowledge of studying all sections of the interactive program on all types of speech activity.

At the end of each topic, legal incidents are given that allow cadets to be involved in an exciting conversation by direct appeal such as "What would you do in this case?", "What do you think about this?", "What decision will you make?" etc. These questions allow us to find out the opinions of individual participants of the analysis who actively manifest themselves in the classroom. In addition, they are effectively used to engage in discussion and those who prefer to remain silent because of shyness, poor knowledge of the Russian language or for other reasons (Fig.2.7.).

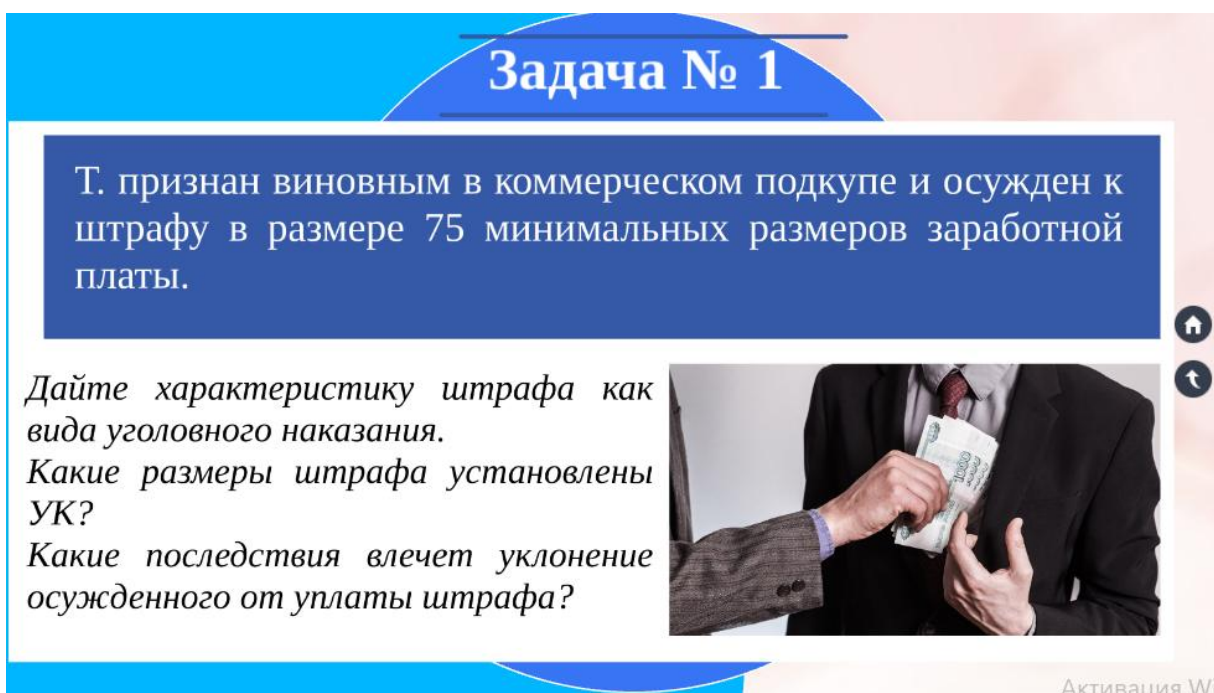
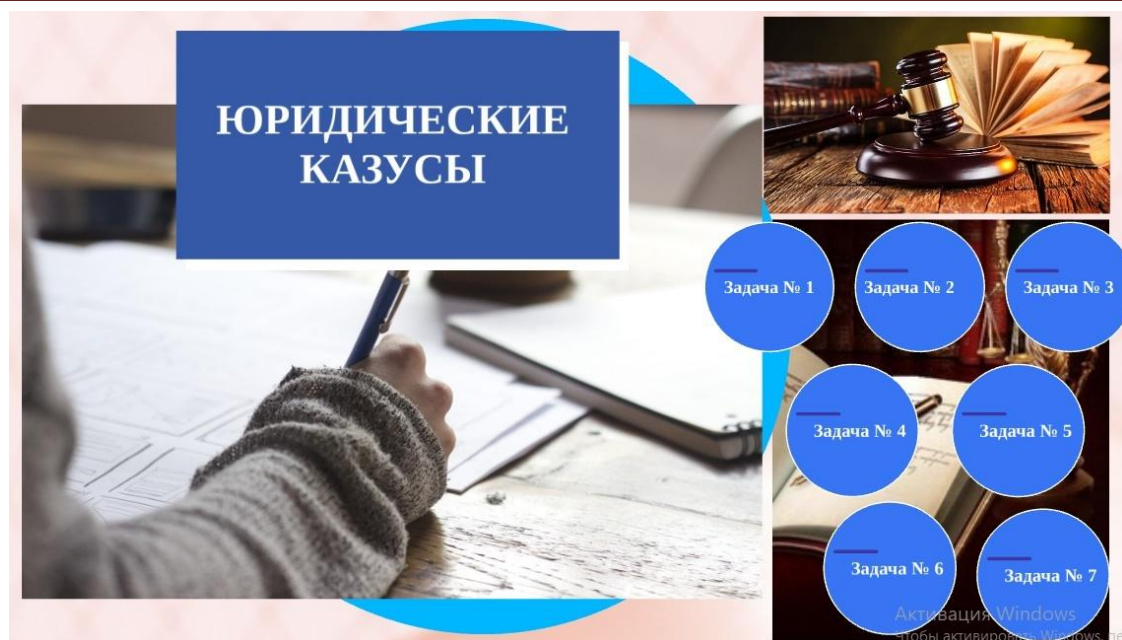


Fig. 2.7 Legal incidents presented in the interactive program "Russian for military lawyers"

The interactive program "Russian language for military lawyers" will allow cadets, working in computer classes, to learn theoretical material, prepare for practical classes on a topic missed for a good reason, check the level of assimilation of the material with the help of a final test, and the teacher will organize classes, monitor the progress and results of the independent work of cadets.

RESULTS AND DISCUSSION

In our opinion, the experimental interactive program will allow changing the ways of presenting educational material, thereby increasing the effectiveness of training and providing for the use of information and communication technologies depending on changes in external and internal learning conditions (degree and speed of assimilation of previous material, etc.).

Thus, teaching Russian to cadets of higher military educational institutions of the Republic of Uzbekistan using this interactive program will allow you to determine your level of language proficiency in a lively and relaxed way and independently develop certain communication skills.

Interactive program "Russian for Military Lawyers" creates a virtual space when teaching the Russian language, with the help of which cadets are "immersed" in a virtual or "live" communication environment containing real linguistic and cultural components of a foreign language plan.

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VALENCY – NODETERMINANTITY

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ABSTRACT

The role of case fillers in speech is complex. They are also found in the case-complementary contradiction of the case system itself, the essence of which is clarified in certain speech conditions. The determinant, by its very nature, acts in a relatively weak connection with the dominant component and, in its function, as an extension of the entire sentence. The article discusses how complement and case, as well as the no determinant function, refine valency.

KEYWORDS: *Sentence Propagation, Valence, Word Distribution, Determinant, The No Determinant, Supplement Status, Circumstance Status, Highlighting Of Minor Members Of The Sentence.*

INTRODUCTION

The first step towards "separating" the secondary parts from the cut of the sentence was taken by introducing the concepts of "determinants" and "independent expanders of the sentence" in linguistics. In particular, in Russian and Uzbek linguistics, the interpretations of the terms "determinant complements" and "determinant cases" have become more popular. In this regard, in Russian linguistics N.Yu.Shvedova, V.P. Malashenko, O.A. Krylova and others, it is appropriate to show the research conducted by the scientists mentioned above, and in Uzbek linguistics the scientific interpretations of K. Hayitmetov, A. Ahmedov, M. Bashmanov can be considered. Determinants are special form of secondary fragments that are common and syntactic phenomena adjacent to complements.

The usual fillers and cases are connected to the verbs by means of conjunctions or control connections, forming phrases and serving to fill them. In this case, the complement or case is the subject, and the verb is the dominant word. However, in the sentences in which the determinants formed in the case or complement form are used, it is not possible to determine, first of all, the phrase, as well as any dominant component of its phrases, in relation to these determinants. For example: *Bu uyda mening so'zim qonun* (Sh.R.). *Yo'lda yolg'izlik yomon* (qo'shiq). (My word in this house is law (Sh.R.). Loneliness on the road is bad (song). In a two-structured sentence "on the road", "as in the case of a decision" on discipline, the secondary parts of the discipline are not included in the phrase, and "loneliness on the road", "bad on the road", discipline to the decision does not form such phrases as to be taken on the discipline. These passages relate to the whole sentence, to its integral predicate base, which consists of possessive and participle. They expand the whole sentence, not just a specific word or part of a sentence.

It is clear from these comments that the concepts of determinant complement and determinant state are completely different from the concepts of functional non-functional complement or functional non-functional state. If functional non-functional complementary (or determiner) phrases are related to the dominant part of speech or the center of the sentence (adverbial, adjective, noun turnover), determinant nodeterminant to It is related to the relationship of direct or indirect dependence on certain words (parts) and even cuts in the sentence. If a filler and a case directly subordinate to the cut are evaluated as a nodeterminant filler, a non-determinant case, a case that is not directly dependent on the cut or a complement is called a determinant, a determinant. The importance of the doctrine of determinants in the process of giving and living in syntactic analysis and interpretation is that it separated the secondary parts from the main parts of the sentence and addressed the question of the presence of complements and cases that are part of the sentence and not part of the sentence put in the middle. The formation of the concept of determinants in linguistics makes it necessary to reconsider the interpretation of sentence structure and parts of speech.

Another factor that requires the improvement of syntactic interpretations is the lack of reliable scientific basis for complementary and case differentiation. Despite the fact that dozens of dissertations have been written in both Russian and Uzbek linguistics, which complement and differentiate cases, the ability to distinguish whether the word "closet" complements the form in the words "I put the book in the closet" (*Kitobni shkafga qo'ydim*) is still lexical meaning remains a method of questioning. All this calls for a new perspective on the traditional interpretation of sentence construction, in particular the role of secondary parts in speech construction.

The development of systematic linguistics in the early twentieth century and its day-to-day development are the basis for new ideas about construction. One of the most basic concepts and foundations of analytical linguistics is the division of speech activity into linguistic and speech stages. In general, systematic analysis focuses on the linguistic and speech basis of the phenomenon. Because the way we study linguistic phenomena is radically different from the way we study verbal phenomena. When speech events are observed live, linguistic events are analyzed through cognition, abstract mental analysis, and the discovery and description of relationships and connections. Therefore, systematic linguistics first of all directly deals with the study of speech and its structure, the role of primary and secondary parts of speech in speech and paid great attention to the place of determination.

As a result, it was concluded that the sentence described in the teachings of Peshkovsky-Vinogradov in Russian linguistics and Borovkov-Gulyamov in Uzbek linguistics is mainly a speech phenomenon. These issues are discussed in detail in the special works of R. Sayfullaeva, M. Abuzalova and in the "Theses of collective formal-functional research of a group of linguists", so we do have to dwell on them in detail. In Uzbek linguistics H. Nematov, R. Sayfullaeva, M. Abuzalova, in Russian linguistics N.Yu. Shvedova, V.A. "linguistic speech" is different. Because a linguistic sentence has the form of an abstract diagram, a model of the necessary and permanent components and their interrelationships for millions of speeches, and it reflects the components that are common and necessary for all speeches and is distinguished by being based on this view, the concepts of "structural schemes of simple sentences" by N.Yu. Shvedova. Secondary parts of the Uzbek sentence are not included at all in the "smallest sentence structure" of the system of linguistics. In Russian linguistics, "structural schemes of

simple sentences" are given as one-component (single-component) and two-component (two-component), while in Uzbek linguistics, "the smallest building blocks of speech" (GKk) consist of only one component, essentially a fragment. Therefore, this pattern is given by the symbol [Wpm] in world linguistics. The [Wpm] cut-off category indicators in this template and the smallest verbal form of the speech language pattern occur in the form of potential sentences such as "I went," "I'm a teacher." The removal of secondary parts from the smallest construction pattern of a sentence is based on the theory of valence, which entered our linguistics in the 1930s.

In this approach to speech construction, an integral part of speech construction, i.e., the traditional parts of speech are based on the relationship of lexical meanings (contents) rather than on the interdependence of words, but on the relationship of the center of speech and expanders, moves. This means that the parts of speech are graded according to whether they are in direct or indirect contact with the center of speech. The part of speech that is related to the structural part (core) of the sentence is the part of speech. The expanders of these parts are the word expanders. In particular, the role of the complement in the construction of the sentence is that it acts as a word expander in the sentence. The complement (whether instrumental or non-instrumental) is not related to the linguistic abstract, abstract construction pattern of the sentence, but to the semantic properties of the word occurring in the spoken sentence. Therefore, complements are widely used in speech, mainly represented by the central [Wpm] verb lexemes. This means that the object is a part of it rather than the cut in the center: horses enter into a relationship with verbs. For example, in the phrase I read a book, the lexeme "read" is the means by which the "book" complement is uttered. One of the important conclusions to be drawn from such interpretations is that this approach reflects the narrow scope of the concepts of "non-functional objects" and "functional objects" that are prevalent in our linguistics. The fact that a "book" is a functional, controlling word when it is a part of a completed (read) sentence, or its extender when it is a secondary part, is a product of a mixture of logical words and sentence extensions. . However, the study of the differentiation of parts of speech, especially the complement, in terms of functionality and non-functionality by Professor N. Mahmudov and later by other linguists, led to the formation of systemic theoretical linguistics.

The complement is not directly related to the structure of the sentence, but to the clarification of the meaning of the word, brings it closer to the adjectives. Because our traditional Uzbek linguistics also supports the idea that the determiner is included in the sentence structure through its own definition. When the determiner interprets the definition in terms of quantity, quality, and attitude, the complement gives the complement the meanings of the source or way.

The center of speech contains the meanings of inclination, modality, time, space, the occurrence of which in speech is directly related to the situation. In this regard, modifier can be divided into three types depending on their position in the sentence structure:

1. Modifier, cases of place, time (cases in the position of expanders).
2. Place, time, direction, cause, purpose and result modifiers (modifier-fillers), which can be evaluated as a case or complement in the lexical sense.
3. Adverb and a group of adverbs close to it. It can be started with a group of determiners and adverbs.

Adverb and a group of similar modifiers are essentially verb determiners. Their little difference from the determinants can be proved on the basis of the combination of "sharp struggle" (keskinkurash). This is because, it is interpreted as a "sharp" state in the compound. This means that determiners have the same position as the determiners in the sentence structure and can therefore be evaluated as word extensions. This allows us to judge that in our linguistics about adjectives, determiners and their types.

The adverb of place, time, and location serve as clarifiers of the meanings of time and space in the position of expanders.

The role of determiners in speech is complex. They are in a state-of-the-art conflict, and their essence is clarified in a particular context of speech. For this reason, in Uzbek linguistics, the attempt to sharply differentiate the case is ineffective, and ultimately the analysis is based on factors such as text and speech meaning. As mentioned above, case-fillers are confused with speech expanders at the linguistic stage. As a result, one of the basic components of a sentence is affirmation or denial, which can have an additional extender. Therefore, cause, purpose, and outcome complements can be related to the meaning of individual words in a sentence, as well as to the meaning of the whole sentence. At this point, adjectives collide with another part of our linguistics, the determinants associated with the general meaning of a sentence. Determinant is by nature a relatively weak link with the dominant component and manifests itself as an extender of the whole sentence in terms of function. For example: For me, teaching is an honorable task.

There may not be a large correlation between determinants and functional and non-functional parts of speech, but their dependence or non-dependence on the dominant part also requires that they be compared with each other. In this regard, it should be noted that the scientific research of the candidate of philological sciences, associate professor M. Boshmonov is of great importance in Uzbek linguistics. Accordingly, the connection of the complement and the case with the lexical meaning of the word coming from the center can create non-determinance and combine with the word that comes with it. Apparently, determinance is determined by the relationship to the sentence expander, and non-determinance is determined by the relationship to the word expander. However, in general, the parts of the sentence that are directly related to the main center of the sentence (possessive, complementary, modal types) remain functional parts of speech.

In general, at the human level, the chain of three parts of speech, such as determiner, complement, and case, can be expressed as follows: determiners - complements, complements - cases. Because a type of determiner has a lower, complementary, and determinative position than the possessive in the construction of a place, time (directional meaning), the case has a first-order necessary sentence expander. The interval in the middle is the third position. It is important to note, therefore, that its interpretation in our traditional linguistics is marked by conflicting and specific grammatical factors.

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GENERALLEGISLATION OF TOPONYMICS AND THE CONCEPT OF TOPONYMY

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ABSTRACT

The names of places are really important for every country and nation and the names of places are studied in the sphere of toponymy. The following article illustrates general information about toponymy and the subject of toponymy as well. Moreover, in the article the linguistics and names of places are connected to each other.

KEYWORDS: *Toponymy, Concept Of Oponymy, Types Of Toponymy, Gydronomy, Oronomy, Oykonimy, Microtoponymy.*

INTRODUCTION

Everyone has a name. People with the same name that is, they are nicknamed by a large number of adjectives. Surnames also actually serve to differentiate people from each other. In general, man cannot live without naming things. Everything in the world has a unique name like plants and animals. In addition to local names, there are also scientific, Latin names. Each plant and animal has a different name depending on its Latin name, experts will know right away. So the names are one thing that helps to distinguish it from the second one. People also came up with names to differentiate one place from another, one valley from another, one street from another, mountains, towns and villages. They are called place names, geographical names, or toponyms. Toponyms are studied by toponymy. Toponymy is a study of names that are used for places. It refers to place names and it is a discipline which was devoted to the study of proper names. It is a part of onomastics, which is part of linguistics. Moreover, toponymy also refers to an activity of naming, that is, the activity of assigning a name to a place. It is both a study and a practice. Experts should ensure that naming does not pose problems in terms of spatial orientation and location, which is also the primary function of toponymy, which is to locate a place in space. There are proposals that may be linked to political issues. It is interested in the proposals and attributions of a number of place names. Toponymy is originated from Greek “topos” - place and “onoma” (or onima) – name words.

MATERIALS AND METHOD

Place names, that is, toponyms, are divided into several types. These are as followings:

- a) hydronymy (Greek word “hydro” - water), for instance: rivers, lakes, seas, names of streams, canals, armpits, straits, waterfalls;

- b) oronymy (Greek word “oros” - mountain, for example, the relief form of the earth's surface
lari - names of mountains, peaks, hills, valleys, plains;
- c) oykonimy, (Greek oykos - home),
- d) polynymy (Greek polis - city) or urbanonomia (Latin urbos - city), i.e. rural and names of cities,
- e) microtoponymy (Greek micros -small), i.e. small objects: springs, wells, fields, meadowstreets, cliffs, roads, bridges, and even a famous name or names of some trees can be good names for places. In addition, different peoples, tribes, toponyms with names ethnotoponyms can be related to the names of celebrities or some people who devoted themselves to the country or place. (it is a Greek word meaning ethnos- people).

Toponymy is like cities, villages, rivers, lakes, mountains studying geographical names, their origins, history, it is a rich scientific material for both linguists and historians. Geographical names are one of the components of a language dictionary, subject to the laws of language. Linguistics, of course must study linguistics. Sotonymy is famous linguistics that is part of the science of onomastics that studies names of the things. Toponymy is the science that has as its subject the study of geographical names or toponyms. As all other names, toponyms belong to languages. Names in general are only rarely randomly chosen, and this is especially true in the case of geographical names. Whether they carry a physical meaning like Mont Blanc (‘White Mountain’), or they were coined to honour someone (Washington, District of Columbia), to commemorate some historic event or to make clear to whom the named object belonged (Paris, from Latin ‘Lutetia Parisiorum’ = ‘Lutetia of the [Gallic tribe named the] Parisians’), in all cases they once used the vocabulary and followed the grammatical and orthographic rules of a certain language. [1.2]

Moreover, toponymy means the place or names of things. Looking at these statements one can come to conclusion that toponymy is not only the names of places but also it the names of the things that exist in the world. So, toponymy and nouns are connected to each other.

RESEARCH AND DISCUSSION

Toponyms can be put according to the places’ features, geographical position, population who reside there, or any special event. Since there are many names that took according to the feature of the place like Uzbekistan, where the Uzbek people live, or according to the Collins’ Dictionary “Great Britain” means, Great Britain is the island consisting of England, Scotland, and Wales, which together with Northern Ireland makes up the United Kingdom. Moreover, mostly, British people live there and perhaps so it is called with this name. In most countries’ names mean the nation, sometimes the name is chosen according to the location, rarely the names can be chosen taking attention to the activities of the population of the country.

At the moment a name is given to an object, 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 former are the smallest units that may occur independently, the latter the even smaller particles, like suffixes and affixes forming part of or joined to them. The structure is provided in the form of a set of rules called *grammar*, that defines the way the language can be used to convey (*communicate*) meaning. An important constituent of grammar is the *syntax*, determining the way words should

be linked together into larger semantic conglomerates. Most names start their existence as such a semantic conglomerate.

The dominance of etymology in toponymy has limited the interest in writing as a means of place-name transfer. As printing became more important over the years, place-names were adopted between countries and languages directly from maps by visual transfer. Once the name had been adopted by visual transfer, it was pronounced according to the adopting language's standards.

Toponymy can uncover important historical information about a place, such as the period of time the original language of the inhabitants lasted, settlement history, and population dispersal. Place-name study can also provide insight to religious changes in an area, such as the [conversion](#) to Christianity. Information about the folklore, institutional conditions, and social conditions of a place can be understood as well. Linguistic information like words and personal names, not mentioned in literature, can also be found through toponymy.

CONCLUSION

All in all, 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.

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TOPONYMIC SYSTEM IN THE LINGUISTIC PICTURE OF THE WORLD

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ABSTRACT

This article is devoted to the study of the linguistic picture of the world through proper names - toponyms. It establishes a close connection of proper names with the culture, traditions and customs of the peoples to which they belong. The etymology and semantics of toponyms, their functions in linguistics, and their place in the history of the people are revealed. Toponyms reflect the development of mankind and are the result of centuries of folk art.

KEYWORDS: *Toponym, Proper Name, Linguistic Picture Of The World, Toponymic System, Onym, Culture, Ethnocultural Significance.*

INTRODUCTION

Each specific object has its own name, starting with the person and ending with the objects of nature. Therefore, the world in which we live from ancient times to the present day can be called the world of names. Any name has its own history of origin and culture that it reflects. Toponyms arose in primitive society, a person created them in order to distinguish one place from another. In a deep analysis of geographical names, it is possible to determine the historical periods, the events that took place at that time, the territorial integrity of the place where these names were distributed, the belonging of the peoples inhabiting this area to a certain ethnic group. In the process of development, toponyms changed in form, content and pronunciation, the reason for this was the constant conquests, migration of the population and ethnic contacts. Geographical names were formed during the long development of human knowledge, at the beginning of their formation, a person did not have a large vocabulary, so oceans, seas, lakes could be designated by one concept, for example, the word "river", but with the rapid development of society, these concepts began to delimit and give individual denominations. Toponyms are created by peoples under the influence of historical events, therefore, historical science is engaged in their analysis. Each name has its own history and acts as a cultural monument. It reflects the culture, economic activity, interethnic relations, historical and political changes, geographical features, and even the famous heroes of this ethnic group. Toponyms also reflect the natural and climatic features of the area they express. They reflect the diverse natural environment, its external form and internal structure, specific features, quality and quantity, and other properties of natural objects. Our main goal is to determine the sources of the most ancient toponyms, expressing both geographical objects and the names of nationalities.

Toponyms form their specific system on the territory of any region. There are a number of definitions of the concept of "toponymic system". As G.V. Glinskikh, noted: the term "toponymic system" carries all the names of each territory, considered separately or in combination with other territories, and the system is also considered as a set of certain types of toponyms, correlated according to some structural or semantic feature, "system relations between linguistic units, functioning in the language, are transferred to toponymic material, which is quite likely and natural, but are interpreted as specific connections that create a special, toponymic systemicity" [4, p.44]. The toponymic system is an expression of the components of the material and spiritual culture of various peoples. This is a valuable heritage of past generations, which bring historical events, components of spiritual culture and religious beliefs to us without changes, therefore, toponyms have a certain historical meaning. A feature of geographical names is the simultaneous definition and naming of objects of reality. Toponyms are formed under the influence of historical and social factors in the development of society, and connects two important concepts of "person" and "object". The socio-historical essence of the name and the anthropological orientation are the main concepts of toponymy, which allow you to explore the toponymy of both one and different systems. V.A. Nikonov supported the idea of the social nature of toponyms and wrote:

- 1) The history of society is reflected in toponymy not directly, but is refracted through the internal laws of the language, hence the variety of toponymic phenomena ;
- 2) Geographical names, like the language as a whole, serve the whole society, and not separate classes;
- 3) The toponymic type can survive the era that gave birth to it, while maintaining productivity" [8, p.75-105].

O.M. Karpova proposes to distinguish the following types of onyms:

- 1) Proper names that are similar in different cultures and languages; their similarity is explained by the same cultural source (for example, Alexandria - a city of Egypt, Alexandria - a city in the USA, Virginia, Alexandria - a city in the Kirovograd region);
- 2) Authentic, unique proper names belonging to only one culture (for example, Stratford - upon - Avon, the Rhine, lake Baikal). [5, p.19].

In these examples, cultural relatedness is expressed through a denotation, and not through a nomination. Some cultures call the same object by different names, which reflect the peculiarities of the national worldview, the structure of the language of the nominee, but the meaning of the named object does not change from this. The toponym is unique and has its own place in the culture, language of the people and in its history. For example, Tower Hill – is the toponym of the culture of Great Britain, refers to the square in London where the prisoners of the Tower were executed, starting from the 11th century, and the name of this public place is mentioned not only in historical sources, but in British works. Thus, this geographical name has historical significance and literary fame. The toponym Tower Hill has firmly entered the historical and socio-cultural context and acquires the status of a culturally connotated element that is close to non-equivalent forms and is not subject to exact and direct translation. It denotes not only the called object itself, but also what stands behind it. O.M. Karpova and O.V. Mizernaya gave other examples of proper names in a cultural aspect:

Bond Street is a famous street in London with fashionable and expensive shops. The sentence "He wore ties from Bond Street" has a double meaning.

The main meaning of this sentence is a very expensive tie, the address of the store is of secondary importance. This semantics will be incomprehensible without further comment. O.M. Karpova argued that the sphere of intertextual proper names is of particular difficulty, since they are culturally marked. These names appeared in literary works and gradually became part of the language and the property of the national literary context. Over time, well-known names and titles of literary works acquired a new nominative semantics, and we can easily identify this additional information.

When studying the toponyms of various cultures, we are faced with the concept of "linguistic picture of the world". The German philosopher Wilhelm von Humboldt was the first who examined this concept and determined that the language picture of the world is represented by the people, their spirit and ideological character. According to Asimov's dictionary, the linguistic picture of the world is a set of knowledge about the world around a person, imprinted in a linguistic form. The picture of the world as the central concept of the concept of man, expressing the specifics of his being, is a holistic global image of the world, which is the result of the entire spiritual life of man. The reflection of this world in the units of language and texts created with the help of language means forms a linguistic picture of the world. [2, 1]

Each nation sees the world in its own way, and this special vision reflects the national character of culture in the language. The speakers of each language form their own specific way of knowing the world, which adds up the meanings expressed in it into a single system of views. Through this system, their linguistic picture of the world is built.

Y.D. Apresyan argued that each language expresses its own picture of reality, which is closely connected with the historical past of this people, and the following principles are necessary for the concept of "linguistic picture of the world":

1. the linguistic picture of the world is more naive than scientific (a naive picture of the world reflects the ideas of an ordinary person about the reality with which he interacts, a scientific linguistic picture reflects professional research and theory);
2. each language reflects the reality of its people, which is different from the pictures of other ethnic groups. [1, p. 57]

When talking about a historical event, we do not describe it and do not give details, but simply name the place where this event took place. The geographical name of this place forms the basis of our allusion. The linguistic picture of the world is a set of ideas historically formed in the minds of the people, which are reflected in the language. Language acts as a connecting element between generations, it is a means of storing and transmitting collective experience.

All units of the language have the main, communicative function, which is more manifested in the field of vocabulary. Each toponym is based on a semantic meaning that reflects the historical events and processes that took place on the territory of a particular country. The problem of forming a toponymic picture of the world occupies an important place in modern linguistics. The toponym is characterized by ethnocultural significance and verbally expresses the historical, social and ethnocultural features of the people through the toponymic system.

The toponym acts as an identifier of a geographical object, while "the name itself pursues, ultimately, a description of the world, and not just a designation of everything that exists" [6: 327].

Toponyms are a reflection of the past and the present. The history of mankind is inextricably linked with geographical names, which are components of national culture. They preserve and transmit information about the life, economic structure, worldview of the people who lived in this culture. Geographical names have a complex semantic structure, giving a plexus of mythological, historical, cultural and social associations. V.V. Molchanovsky called a toponym a receptacle of knowledge about a country, a custodian and transformer of historical and cultural information about an ethnic group: "The national-cultural component of the semantics of toponyms is distinguished by a special regional representativeness, a wealth of cultural and historical associations"[7, p.5]

Many researchers have defined toponymy as the only language system, part of the cultural life of the people, its worldview, world perception and world-construction. Behind each geographical name is a real or fictional, historical or living reality, which, through non-linguistic factors, forms a circle of various associations. [10, p.70].

G.D. Tomakhin, studies toponyms as an inseparable part of the accompanying information of native speakers of a given language. Background knowledge, first of all, implies universal knowledge, regional data and the information that all members of a particular ethnic and linguistic community own. "Socially important toponyms related to the realities of a certain ethnic group, for the most part, are characterized by the fullness of national and cultural meanings and connotations of the historical and social aspect" [9, p.20-22]

Toponyms differ from each other by territorial affiliation. These names are able to convey important information of an extralinguistic nature, at the same time, this information is hidden for those who do not have background knowledge that is concentrated in onomastic vocabulary. The figurative nomination contained in the toponym "is always nationally specific in the sense that it consolidates the picture of the world historically formed in the minds of the people - the subject of the nomination" [3, p. 218]. Background knowledge is formed in the process of a long historical and cultural development of peoples and is passed on from generation to generation. Toponyms have existed for quite a long time, even if they become obsolete and fall into disuse, they will remain relevant throughout the history of the people. They, as monuments of material culture, have been preserved for centuries. They convey valuable information about the ethnic history of peoples, language, writing, territory.

Thus, geographical names are a kind of monuments of the spiritual culture of a certain ethnic group. Toponyms create a historical and cultural image of the country and act as landmarks in time and space. Toponyms reflect the development of mankind and are the result of centuries of folk art.

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TO STUDY THE EFFECT OF COTTON HEAT ON CLEANING EFFICIENCY

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ABSTRACT

The article presents the results of the research carried out to determine the effect of change in cotton heat on cleaning efficiency. When the temperature of Cotton transferred to the cleaning process increased from 5 OS to 47 OS, the cleaning efficiency of the equipment was determined to rise from 13,13% to 15,52 %.

KEYWORDS: Cotton, Cleaning Machine, Pile Drum, Dirt, Temperature.

INTRODUCTION

In the world experience, a large-scale research work is being carried out on improving the technique and technology of the initial processing of cotton. In this area, including the creation of an effective technology for cleaning cotton from dirty impurities, optimization of moisture and heat indicators in the process of cleaning cotton, the creation of effective resurstejamkor structures of suppliers, optimization of performance profiles and indicators are of great importance.

In our republic, measures are being taken to develop cotton-textile clusters, modernize and Technical re-equipment of cotton cleaning enterprises, increase the profitability of production and initial processing of raw materials, as well as the competitiveness of the products produced. The continuous supply of cleaning equipment with cotton and taking into account the conditions of fumes and heat and humidity in the performance of the mentioned tasks is one of the important issues, namely the creation of an effective technology for the preparation of cotton for the cleaning process.

A number of studies [1-14] have shown that cotton temperature has a positive effect on the cleaning process. In the cleaning option we recommend, the cotton is heated during the cleaning process using hot air. It is known that cotton is given to the cleaning process after drying. During the drying process, the heated cotton is cooled until it reaches the UHC cleaning flow and is cleaned at different temperatures depending on the drying temperature value. The higher the temperature, the higher the cleaning efficiency.

Experimental methods. Experimental tests were performed to determine the hot air temperature given during the ginning process. To do this, the cotton was heated to different temperatures in a special equipment and then cleaned in a laboratory cleaning equipment. The equipment consisted of a 2x3m mesh surface drying chamber and an electric caliper fan and heat transfer tube, and the

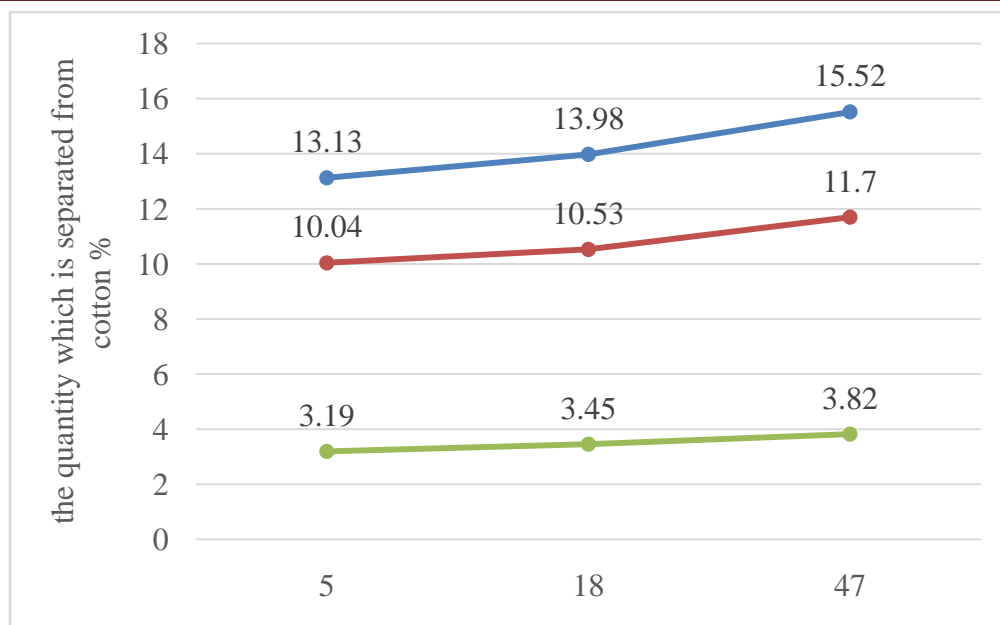
cotton was dried in the form of a single layer. Its temperature was measured using a laser thermometer.

Cotton was passed 2 times in 4PB + 1SD + 4PB + 1SD cleaning stream and cleaned with 16 pile drums and 4 saw drums. The cleaning equipment was supplied with hot air at a temperature of $t_x = 90^{\circ}\text{C}$. Experimental results shown in table 1 and figures 1-2. The regression equations of the curves shown in figure 1 have the following appearance: $y_1 = -0,0009x^2 + 0,30x + 73,3$; $y_2 = -0,0006x^2 + 0,34x + 55,7$; $y_3 = 0,0015x^2 + 0,07x + 17,6$;

In Figure 4, the curve regression equations look like this: $y_1 = -0,0004x^2 + 0,055x + 12,84$; $y_2 = -0,00009x^2 + 0,039x + 9,84$; $y_3 = 0,0027x^2 + 0,013x + 3,11$;

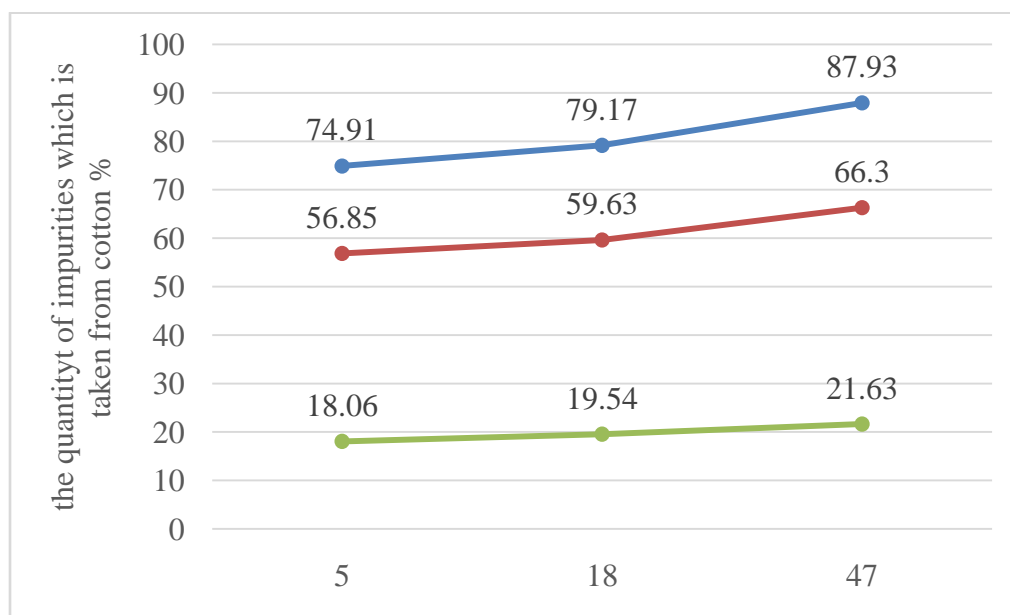
TABLE 1. COTTON WAS PASSED IN THE LABORATORY EQUIPMENT AT DIFFERENT TEMPERATURES, MACHINE PICKING C-6524 W= 12,1%, 3GENERAL= 17,66%, CM=14,14%, CЙ=3,51%,

№	Cleaning frequency	Separated dirt (4PD+1SD+4PD+1SD)			
		Conducted amount of cotton, gr	Dirt, gr	Reduction of cotton pollution,% $\Delta C = \frac{M_{\text{уфл}}}{M_n} \cdot 100$	Cleaning efficiency, %
Cotton temperature 5-6 °C					
1	1-pass	7000	655,34	9,4	53,2
2	2-pass	5100	141,68	2,78	15,74
Cotton temperature 5-6 °C, hot weather t=90 °C					
1	1-pass	7000	703,28	10,4	56,85
2	2-pass	4950	157,69	3,13	18,06
Cotton temperature 16-17°C, hot weather t=90°C					
1	1-pass	7000	736,06	10,53	59,63
2	2-pass	4875	168,15	3,45	19,54
Cotton temperature 45-48°C, hot weather t=90°C					
1	1-pass	7000	818,02	11,7	66,3
2	2-pass	4800	183,15	3,82	21,63



Cotton temperature, °C 1). general, 2). 1 after conversion, 3). After the 2nd transfer

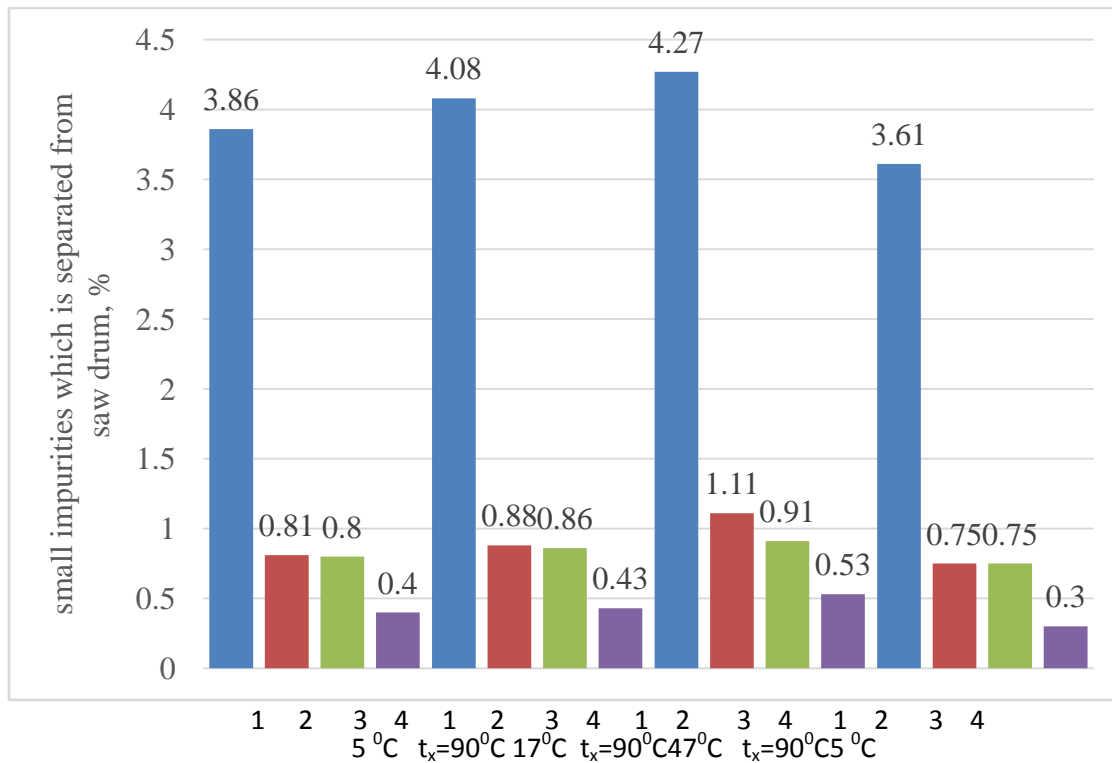
Figure 1. The effect of cotton temperature on the amount of contaminants released from cotton



Cotton temperature, °C 1). general, 2). 1 after conversion, 3). After the 2nd transfer

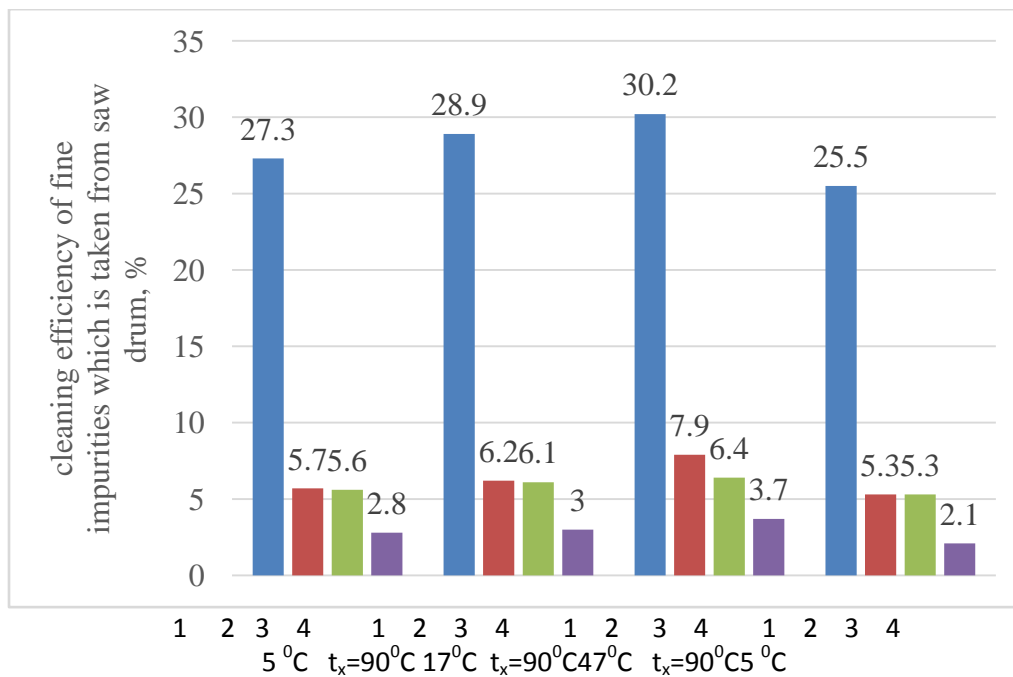
Fig. 2. Influence of cotton temperature on cleaning efficiency

Experiments have shown that cotton temperature has a positive effect on cleaning efficiency. When the cotton temperature was increased from 5.5°C to 47°C, the overall cleaning efficiency was observed to increase from 74.97% to 87.93%. Cleaning efficiency was found to increase by the end of cleaning.



1,2,3,4-pile drum section sequence

Fig. 3. Influence of cotton temperature on the amount of fine contaminants separated in pile drums



1,2,3,4-pile drum section sequence

Fig.4. Influence of cotton temperature on cleaning efficiency of pile drums

Cotton was found to increase from 56.88% to 66.3% when cleaned at 4PD + 1SD + 4PD + 1SD and from 18.06% to 21.63% when cleaned for the second time. An increase of 2.57% in the efficiency of the second refining indicates the presence of impurities that are actively attached to the cotton fiber.

The cleaning efficiency was 13.13% for cotton with a temperature of 5⁰C and 15.52% for cotton with a temperature of 47⁰C, respectively. that is, the efficiency of 2.39% has a high value in the 1st conversion (10.04% in cotton at 5⁰S, 11.7% in 47⁰C) and in the 2nd conversion (3.19% in cotton at 5⁰C and 3.82 in 47⁰C). %), the total emissions were 76.5% and 75.4%, respectively.

The cleaning efficiency of the pile drums for fine contamination (Figure 3.4.4) was 27.3% in the first row cotton at 5⁰C, 28.9% at 17.5⁰C, and 30.2% at 47⁰C. In the remaining sections, the cleaning efficiency also varied depending on the cotton temperature, in which the cleaning efficiency decreased sharply. In accordance with the cleaning efficiency, the amount of contaminants released in the pile drums was also the starting temperature of the cotton at 5⁰C. In the first option, the cleaning efficiency in the pile drums was 41.4% in total, comparing the options for and without hot air (see Fig. 3 and 4). In the second option, it was 38.2%, which is 3.2% less. When the cotton temperature was 47⁰C, the cleaning efficiency was 48.2%.

The amount of fine impurities from cotton was 5.87%, 5.41% and 6.82%, respectively, in the three options mentioned. The results noted showed that the transfer of cotton to the cleaning process while it was hot increased the cleaning efficiency.

CONCLUSION

When the hot air temperature supplied for cleaning was $t_x=90^0\text{C}$, the cleaning efficiency was 83.6%. at $t_x=150^0\text{C}$ was 90.2%, while the amount of impurities released from the cotton was 7.03% and 7.58%, respectively.

When the temperature of the hot air supplied for cleaning $t_x=90^0\text{C}$, the moisture content of the cotton in the 1st transfer was 11.02%. After the 2nd transfer, a decrease of 10.64% was observed. When the hot air temperature $t_x=120^0\text{C}$, the moisture content of cotton in transfers 1 and 2 was 10.5% and 10.1%, respectively. When the hot air temperature $t_x=150^0\text{C}$, the humidity change was 10.1% and 9.7%, respectively.

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IMPORTANCE OF ENHANCEMENT OF CREATION TEXT VIA CLUSTER INTEGRATION APPROACH IN TERMS OF LITERACY

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ABSTRACT

This article is about development of student's oral performance and written performance via cluster integration approach in education of literacy. The scholar further characterized the individuals with these personality types as follows. The introverts tend to be taciturn, private and prefer more listening to others rather than expressing their thoughts. Meanwhile, he noticed the strong relation between the learners' outgoing and sociable personality (extroversion) and the successful French language acquisition.

KEYWORDS: *Creation Of Text, Written Performance, State Language, Oral Performance, Integration, Competence, Cluster.*

INTRODUCTION

It is inevitably to acknowledge that individuals are distinctive with their own attitudes, behaviors, preferences and motivation which are essential to develop their personality traits. Stemming from this fact, researchers on the field initialize their research studies to gather deeper understandings and data about the learner differences that are the key influential factors to be successful in the acquisition of the second language. Accordingly, the introvert and extrovert personality types are characterized with their either negative or appreciably positive impact of these on the development of language competences. Regarding the factual findings, there is a close relation between the extrovert personality and efficient language attainment (Pritchard, 1952; Chastain, 1975; Rossier, 1976; Tucker et al., 1976; Cathcart et al., 1979), and this correlation is also feasible in the area of academic achievements of learners (Arnold & Brown, 1999, p. 11; Alavinia&Hassanlou, 2014).

Although in the research area there are various profoundly significant points associated with influence of personality types on learners' successful language acquisition, still it is considered as the poorly investigated research focus needs further analysis. In this regard, the present paper targets to make analysis of diverse related literatures in the field to identify the role of personality types in the second language acquisition.

The concepts of "introversion" and extroversion" were initially proposed and used by Jung at the beginning of the 20th century to describe the distinctiveness between those personality traits which differs significantly in the qualities namely, sociability, talkativeness, active (extroversion), and reserved personality traits (introversion). The scholar further characterized the individuals with these personality types as follows. The introverts tend to be taciturn, private

and prefer more listening to others rather than expressing their thoughts. They are advantaged to possess innate and high cognitive abilities allow them to comprehend the certain topic in a deeper manner and bring with more rational and thoughtful ideas. However, as for the extroverts, they thrive in oral interaction which assists them to develop the verbal communication in more proficient manner and achieve improved speaking competence (Ellis, 2008). Similarly, Arnold and Brown (1999) highlight that comparing to introverts, learners with extrovert personality are more capable of achieve more proficient level of language proficiency.

According to Lightbown and Spada (2006), the language instructors consider that extrovert learners with sociable, outgoing and talkative personality demonstrate relatively high level of engagement in communicate activities in the target language due to their passion to seek opportunities to build more interactions. These interactional opportunities do not only guarantee the improved speaking competence but also lead to successfully develop the other language skills.

Concerning the factual results of the previous researches, there is a close association between the sociable and outgoing personality and the acquisition of the second language. To analyze the practicality of these theories, Pritchard (1952) chose 33 learners who were involved in acquisition of French but their first language was English. According to his study, there was selected the observation method to investigate how much learners were engaged in learning French, how voluntarily they interacted with others and showed friendly attitude towards other participants. Meanwhile, he noticed the strong relation between the learners' outgoing and sociable personality (extroversion) and the successful French language acquisition. Similar findings were gathered in another research study conducted by Chastain (1976) according to which there was selected, mainly, young learners who were passionate to learn the German, French and Spanish languages. Not interestingly, during this study, researchers acknowledged that individuals' personality traits noticeably influenced the development of their second language in the classroom setting.

Tucker, Hamayan and Genesee (1976) ensure that learners with extrovert personality demonstrated better results in the speaking part of the final exam conducted to assess their French language proficiency in contrast their introvert counterparts. However, as for the study administrated by Alavinia and Sameei (2012), the listening scores of introverts were considerably higher than extroverts. Accordingly, based on these studies, it is vitally noticeable that learners with extrovert personality can exceed learners with introversion in terms of achieving adequate level of speaking competence owing to their initiative to communicate in a more frequent manner. When it comes to introverts, their increased level of cognitive abilities derived from their more involvement of listening rather than speaking gives various privileges to them to develop their critical thinking skills.

The other advantage that introverts possess is that they tend to grasp and use new grammar and syntax structures through acquiring these with their receptive skills. In this regard, Tucker et al., (1976) emphasized on the importance of extrovert personality for late-learners of the second language since they are relatively vulnerable to grasp the language structures though they are capable of mastering good command of foreign language. However, the learners with introvert personality do not need to early language exposure to achieve high proficiency of receptive skills due to their inborn abilities to perform good results in those skills.

Cathcart, Strong and Wong-Fillmore (1979) conducted a study with several learners who were from either kindergarten or primary school. The participants of the study were not only observed during their in-class performance but also out-of class environment to achieve valid and reliable results of the study. In accordance with the factuality of the data, it is feasible that early foreign or second language learners need extrovert personality to improve their language skills with the help of the scaffolding by either their peers or teachers which can be performed, mainly, when they interact more with others or build their communication. Besides since young learners profoundly acquire the language through drilling and rote-learning, they have to produce more oral performance which can assist the development of their language competences (Rossier, 1976).

CONCLUSION

To conclude, although the focus of the present research paper is poorly investigated with not adequate and reliable data findings, relying on the results of the previous studies, it can be acknowledged that there is a close link between learners' personality types and their language performances or academic achievements. In this regards, the learner differences are one of the key element of how learners achieve certain language proficiency.

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THE METHODS OF TEACHING LISTENING SKILLS AND DEVELOPMENT OF SYSTEM OF EXERCISES

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ABSTRACT

Listening skills and abilities are developed in the process of working with different types of listening materials and, first of all, with specially selected texts designed to develop this skill. Teaching listening involves working on two functional types of this type of speech activity: listening to (dialogical) communication (face-to-face communication) and listening to the process of direct coherent texts in conditions of indirect communication. Therefore, it is valuable that students should be given more complex tasks - to master three types of listening (detailed, global and selective), while the texts must be authentic: television and radio programs of various genres, television and video films of educational, regional studies, journalistic nature. greater degree of information richness.

KEYWORDS: *Listening Skills, Speech, Interaction, Linguistic, Descriptive, Narrative, Simultaneous, Communicative-Cognitive, Speech Activity, Verbal-Logical, Pedagogical Functions*

INTRODUCTION

In the practical course of teaching English in universities, listening (audition) is present as a goal and as a means of learning. The goal of learning to listen is determined by the general objectives of the course and the stage of learning. So the tasks of the 2nd stage of education include the development of listening skills: a global, detailed selective understanding of speech. Acting in the educational process as a means of learning, listening, in addition to its main, proper communicative, role, performs many pedagogical functions. It stimulates the speech activity of students, provides management of the learning process, used to introduce students to additional language, speech and regional studies material, acts as a means of developing skills and abilities in all types of speech activity, helps to maintain the achieved level of speech proficiency, increases the effectiveness of feedback and self-control. The problem of developing exercises and their classification is the most relevant in practical terms and the most difficult in theoretical terms. Sufficient attention is paid to this problem in the methodological literature, because there are many literatures of the writers, especially significant among them are: M.S. Ilyin; V.L. Skalkin ; B.A.Lapilus; S.V. Shatilov.

LITERATURE REVIEW

Under the system of exercises following S.F. Shatilov we understand “the totality of the necessary types and varieties of exercises performed in such a sequence and in such a quantity that take into account the patterns of formation of skills and abilities in various types of speech

activity of their interaction and provide an extremely high level of mastery of a foreign language in given conditions. Therefore, the system of exercises is understood as the organization of interrelated actions, arranged in order of increasing linguistic and operational difficulties, taking into account the sequence of development of speech skills and abilities in various types of speech activity. According to the opinion of the methodologists (N.I. Gez, G.V. Rogova and others), when developing systems of exercises for listening usually we should take into account the following:

- 1) the interaction of listening and speaking as two forms of oral communication;
- 2) the interaction of their speech exercises, and the sequence of execution depend on the language training of students and their speech experience, in particular, in the field of listening comprehension;
- 3) a gradual increase in difficulty, which will allow guarantee the feasibility of performing exercises at different stages of training.

N.B.Parasva (2001.62) rightly emphasizes that "the system of exercises in listening is a set of necessary groups and types of exercises that are performed in a certain sequence and in sufficient quantity to form listening skills and abilities." The level of maturity of listening (completeness, accuracy, depth of understanding speech) for 2nd year students depends on how well they have developed listening mechanisms and from the formation of their skills overcome the many difficulties that accompany the process of oral reception. In teaching methods, it has already become an axiom that the sequence of development of skills and abilities of listening to speech is realized by a hierarchical division into two exercises which are subsystems: preparatory (linguistic) and speech, splitting into groups: exercises to remove the linguistic difficulties of listening, exercises to eliminate the psychological difficulties of listening), which in turn include various types of exercises.

MATERIALS AND METHODS

Increasing the amount of memory is one of the essential tasks of preparatory exercises. Such exercises involve an increase in the amount of information held in memory, an enlargement of operational memory units. The second group is speech exercises, which essentially represent a controlled speech activity, because they provide listening practice based on the comprehensive overcoming of auditory difficulties. Listening exercises, especially for junior students, should take into account the close interaction of listening with speaking as two forms of oral speech and listening with reading as two types of receptive activity.

The purpose of the preparatory exercises is to preliminarily (before listening to the text) remove difficulties of a linguistic or psychological nature, which will allow the auditor to focus on the perception of the content. Taking into account the factors affecting the perception of speech messages in preparatory exercises can be divided into two groups:

- 1) Exercises aimed at removing the difficulties of linguistic character
- 2) Exercises aimed at overcoming the difficulties of psychological character.

As a result of performing exercises of the 1st group, the following skills: 1) isolating speech phenomena, differentiation and understanding; 2) correlation of sound patterns with semantics; 3) determining the meaning of words (using word-building guesses); 4) determination of the

contextual meaning of various lexical units and grammatical constructions; 5) recognition and comprehension of synonymous antonymic phenomena and etc.

The second group of preparatory exercises contributes to the development of: 1) predictive skills; 2) the volume of short-term and verbal-logical memory;

3) the mechanism of equivalent substitutions; 4) speech hearing; 5) the ability to curtail (reduce) inner speech, etc.

Speech exercises contribute to the development of skills to perceive speech messages in conditions approaching natural speech communication. They teach:

- a) To determine the most informative parts of the message:
- b) To address gaps in understanding through text-level prediction:
- c) To correlate the text with the situation of communication:
- d) To divide the audio text into semantic pieces and determine the main idea in each of them:
- e) To record the main part of the information in writing.

According to N.S. Ozhegova, the exercises should be performed constantly at a pace controlled by the teacher: students must observe a certain pace during internal pronunciation, when finding distributors and the pace of pronunciation and anticipation should constantly increase.

In the methodology of teaching a foreign language, there is another classification of exercises from the standpoint of the semantic perception of speech (A.L. Berdichesky, I.F. Komkov) in content they are identical to those mentioned earlier. In this case, its two levels are distinguished: successive and simultaneous. The first level is associated with understanding not only the content of speech, but also its form, as well. Therefore, with the overcoming of phonetic and lexicogrammatical difficulties; the second - with overcoming the difficulties of content as well as semantic and psychological plans. In this case, there are two main types of exercises for teaching listening: training communicative (to overcome the language difficulties of listening) and communicative-cognitive (to teach the semantic perception of speech). Basic characteristic of training and communication exercises is that the content of the statement in them is predetermined. Students' attention is mainly focused on language phenomena.

Communicative-cognitive exercises involve operating with learned language material in a speech situation imitating conditions of natural communication. These two types of exercises are closely related. Their length and compatibility depend on the stage of training, the complexity of the educational material and specific practical task. The purpose of training and communicative exercises is to develop understanding of the language form of a dialogical and monologue message, that is, something that could make it difficult to perceive and understand. This type of exercise is built on the level of the meaning of words, phrases, phrases, simple statements. Statements can represent one or two dialogic units, two or three logically connected sentences. Training and communication exercises are a necessary step for teaching speech perception at the level of meaning. Communicative-cognitive exercises are built on the material of a coherent dialogic or monologue text within the framework determined by the situation of the utterance. It should be noted that a significant part of the training communicative exercises for listening can be performed outside the classroom, i.e. when working independently. Perception foreign language speech in conditions of natural communication presupposes the presence of highly

automated skills and abilities, which include: a) isolating the speech message of unfamiliar phenomena, their differentiation and understanding; b) identification of dialogical monologue speech messages in various conditions of their presentation; c) retention in the working memory of statements of various lengths and of various volumes; d) correlation of sound images with the semantic meaning of speech units.

In system of training and communication exercises intended for teaching listening, the same types of exercises are distinguished as for teaching speaking. The difference between them lies in the fact that the former aim to teach the receptive side of speech activity, and the latter - reproductive and productive. Training and communication exercises are represented by the following types: simulation (simple, extended and selective reproduction), differentiation (contrast, simple extended reproduction), substitution (with different levels of substitution elements), transformational (form transformation. time, person and number, expansion and connection suggestions). Thus, in the methodology of teaching a foreign language there is a large arsenal of exercises for developing listening skills and abilities that can be applied in the methodology we propose.

Texts can be descriptive, narrative and dialogical. Narrative texts, in turn, may contain some entertaining plot. The content of the texts can be either close to the interests of students, or completely new, sometimes unexpected. Depending on these and a number of other features, when selecting the material of the listening training program, the principle of gradation of difficulties should be observed, offering the student material that gradually becomes more complicated, in which intermediate links are observed.

It is known that oral speech appears in two forms - monologue and dialogic - and each of these two forms of oral speech requires its own system of exercises when teaching listening. The main task of students in the perception of monologue speech is to realize and determine the circle of events, the thread of the story, to link the main idea and the most important details of the message, etc. At the same time, listening to monologue speech is somewhat easier than dialogic Zh.I. Manuelian. Students should direct their thoughts to the perception of a particular text, students can easily guess what will be discussed next may anticipate events.

S. Chpudron believes that in order to perceive and understand texts of a narrative nature, it is also necessary to teach students to highlight the facts referred to in the message; to separate one episode from another; to observe the sequence of actions; to highlight the ideas expressed in the speech; to separate the main from the secondary; to guess the possible content of the utterance. For the perception of texts of an authentic nature, substantive and logical understanding may not be enough. A deep and accurate understanding of what is heard involves penetration into what is expressed in the story not straightforwardly, but indirectly, allegorically, with the help of artistic means and intonation. In this case, we can talk about understanding the implicit meaning of the statement and understanding the expressiveness of speech, which is a prerequisite for revealing the subtext.

The types of work on the form and content of the material, on individual difficulties and a complex of difficulties depend on the nature of the texts. Descriptive texts tend to be less interesting and emotional, therefore, when listening to them, it is necessary to keep a certain amount of detail in memory. It is possible that these details relate to a little-known area. Then the understanding of the text is even more complicated. At the same time, if the content of these texts is close to the experience of students, then, as a rule, they do not cause difficulties. The

nature of the description is also important: what is of greatest interest - a subject or qualitative description.

CONCLUSION

The perception of speech of a dialogic nature is complicated by the fact that such speech contains six or more replicas. Some methodologists believe that when teaching foreign speech listening comprehension, one should start training with monologue speech and gradually move on to dialogic speech listening. At the same time, it is necessary to take into account the features of various texts and the skills that students should develop.

For listening to texts of a descriptive nature, it is very important to develop students' verbal understanding of speech, that is, to teach them to recognize and understand speech units with the lexical content in which they were previously encountered:

- a) In a familiar environment;
- b) In a new environment; to teach to differentiate similar words speech patterns based on the context.

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FORMATION OF TOLERANCE OF STUDENTS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

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ABSTRACT

This article discusses the main methods and techniques of teaching a foreign language, contributing to the tolerance of students. The characteristics of these methods from the point of view of the educational process are given. Attention is focused on the special role of a foreign language as a means of interethnic communication, through which students become familiar with samples of world and native culture, study the spiritual heritage of countries and peoples, their historical and cultural memory.

KEYWORDS: *Tolerance, Spiritual And Moral Education, Tolerant, Foreign Language, Culture, Teaching Methods And Techniques, National Culture.*

INTRODUCTION

Statement of the problem in general terms and its connection with important scientific and practical problems. In the context of the rapid development of society, the spiritual and moral education of the younger generation is the most important aspect of the socialization of the individual. An important role in the upbringing of a comprehensively developed personality is played by education. Teachers need to form students' faith in the future, to cultivate love for the Motherland, art, language, philanthropy, conscientiousness, courage and tolerance, a sense of justice, the desire for knowledge and enlightenment. All this forms national self-consciousness, love and respect for one's own nation, concern for its prosperity.

An individual and a whole nation, entering into the universal cultural space, must own various means of interethnic communication. From this point of view, knowledge of at least one foreign language plays a huge role.

The ideas of the classics of the humanistic approach were developed by Ukrainian psychologists I. Bekh, M. Borishevsky, V. Kremen, E. Pomitkina, T. Titarenko, V. Sukhomlinsky, A. Savchenko. In particular, the studies of M. Evtukh, V. Zhukovsky, A. Zelichenko, A. Kolesnik, Zh. Yuzvak and others are devoted to the psychological and pedagogical aspects of spirituality.

According to M. Borishevsky, an essential feature of the spirituality of a person is its universal character, which is revealed in any manifestations of activity: everything that a person does, how he behaves, what values, needs motivate his activity, can be assessed from the standpoint of spirituality [2, p. 215].

In the modern teaching of a foreign language in any educational institution, various methods are widely used, which help the teacher to focus the attention of students on the spiritual and moral values of humankind. Among these methods are the following:

- Collective (group) work and work in pairs;
- role-playing game;
- Thematic training session;
- Method of design research;
- The use of ICT in foreign language lessons;
- reading authentic texts;
- Poetry in English lessons;
- Extracurricular activities;

1. Collective (group) work and work in pairs.

Working in pairs or in small groups is considered one of the main methods that is aimed at the spiritual and moral education of students in a foreign language lesson, since in the course of such work students discuss current problems, interact with their peers and express their point of view. At the end of such work, the group members choose the most effective solution to the problem, justify their choice and give strong arguments.

2. Role play.

Another effective method is a role-playing game, which is usually held between several teams. It allows you to: form and develop professional competence, independently solve problems and use the acquired knowledge in practice, as well as adapt to new situations and work in a team, and ultimately contributes to the socialization of students as a whole.

The use of business games in foreign language classes contributes to the disclosure of the creative potential of each student, during the game there is an intensive exchange of ideas, information, and experience.

3. Thematic lessons.

In the implementation of spiritual and moral education in the English lesson, thematic lessons play an important role. At such training sessions, students become familiar with the spirit and culture of the people - native speakers.

4. Method of design research.

A project is work aimed at solving a specific problem, at achieving a pre-planned result in an optimal way. The project may include elements of reports, abstracts, research and any other types of independent creative work of students, but only as ways to achieve the result of the project. The project method develops the ability to plan and track the sequence of actions performed, acquire knowledge and apply it in practice. This method is creative in its very essence, as it involves a combination of research, search, and problematic methods.

Students can take a fresh look at the realities of their everyday life, at the history of their country and, of course, learn a lot of what interests them about life in the country of the language being studied.

5. Use of information and communication technologies.

One of the new, but effective directions in the implementation of spiritual and moral education is the use of information and communication technologies (hereinafter - ICT) in the English lesson. Today, all students are familiar with information technology; actively use computers, mobile phones and tablets both at institutes and at home.

Through interest in ICT, one can increase the motivation for learning a foreign language; change the forms and methods of spiritual and moral education of students. For example, you can take "virtual tours" of English-speaking countries or simply visit one of London's museums.

It is also very important to watch films in a foreign language; this contributes to the development of skills and abilities of listening to speech and stimulates the oral-speech communication of students, which occurs in the form of expressing one's own opinion, attitude, searching for arguments and evidence. The video film has a rather strong emotional impact on students, it influences the formation of a personal attitude to what they see and hear.

6. Reading authentic texts.

Authentic texts are original texts in the target language, borrowed from the communicative environment of native speakers, presented to students for reading.

The legitimacy of referring to such texts is explained primarily by the fact that they are perceived with increased interest and great enthusiasm. One of the criteria for selecting authentic material is the criterion of typicality. It is designed to ensure the selection of country-specific material (including linguistic material), which reflects the most relevant facts of modern reality in the country of the language being studied and creates a more accurate idea of this country.

Taking into account this criterion, for each topic, texts are selected that reflect the most typical realities; without equivalent and background vocabulary, which implies familiarity with any specific aspect of the life of the country of the language being studied: the names of monetary units, the names of some holidays, the symbols of the country, and so on. Examples of authentic texts are fiction books, professional literature, magazines and newspapers in the studied foreign language. The value of authentic materials lies in their richness and in formativeness.

Reading authentic texts contributes not only to the development of thinking and emotions, but also contributes to the spiritual and moral development of the personality, its ideological formation. Such texts develop the motivational sphere of students in the classroom, form a taste and love for the language being studied, activate the creative imagination and abilities of students.

7. Poetry in English lessons.

Acquaintance with the poetic works of the countries of the studied language contributes to the spiritual enrichment of students, the development of their ethical views and aesthetic taste. The study of English poetry stimulates the cognitive activity of students, develops their thinking, and introduces them to the culture of the people whose language they are studying.

8. Extracurricular activities.

An important role in the spiritual and moral education of students is played by extracurricular activities. It has an educational, educational, developmental value, contributes to the expansion of the cultural horizons of students, and increases the motivation to learn a foreign language.

Extracurricular activities provide an opportunity to develop and improve the ability to think logically, strengthen discipline and team spirit. The main goals of such work are the expansion and deepening of knowledge, skills and competencies in mastering foreign language communicative activities, as well as the comprehensive development of the individual, including the emotional-volitional, spiritual, and moral spheres.

In conclusion, based on theoretical analysis and study of advanced pedagogical experience on the problems of spiritual and moral education of students by means of learning a foreign language, the following conclusions can be drawn. Learning a foreign language improves spiritual and moral culture, develops logical thinking, has a great impact on memory, broadens horizons and improves general culture.

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THE ISSUES OF GENDER, EQUALITY AND MORAL PROBLEMS IN THE NOVEL “JANE EYRE” BY CHARLOTTE BRONTE

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ABSTRACT

This article focuses on the issues of gender, equality and moral problems in the novel “Jane Eyre” by Charlotte Bronte. “Jane Eyre” is often described as a feminist novel due to its extensive focus on gender issues. Through the eyes of a female first person narrator, Bronte provides an insightful testimony of how women of her times have to fight for equality and recognition in the oppressive patriarchal world. A various kinds of repression which was familiar to many Victorian women are outlined in the novel by the author as well.

KEYWORDS: *Victorian Period, Moral Problems, Gender and Equality, Patriarchal Society, Repression, Fight, Spiritual Force, Demonstrate, Power Oppose.*

INTRODUCTION

Recent years the interest in literature and its members has increased in the widest sense of this word. Women writers of English literature had a great influence upon the development of world literature. English novelists the Bronte sisters left great artistic heritage in literature. Charlotte Bronte was one of the most significant and a great English novelist.

Charlotte Bronte’s novels have inspired and initiated the creation of numerous texts, films and plays. Written some 160 years ago, it has never ceased to attract readers and to nourish the imagination of authors. Charlotte Bronte is a unique figure in literature. Nowhere else do we find another personality combining such extraordinary qualities of mind and heart,—qualities strangely contrasted, but still more strangely harmonized. At times they are complicated, but always fascinating.

MAIN PART

Female writers of English literature have made a great contribution to the development of world literature. The Sister Bronte ladies, who are considered English novelists, have also left a great artistic legacy in literature. Charlotte Bronte is one of the most prominent among them. “Jane Eyre” is Charlotte Bronte’s first, as well as the most powerful and popular novel, reflecting modern views on the status of women in society.

The novel “Jane Eyre” is a masterpiece that will give great interest and pleasure to readers. It was created in 1847 during the Victorian era. The period of Victorian literature corresponds to the Victorian period from 1836 to 1901, when Queen was in power, the period being the brightest in British history.

The Victorian era was a period of male control and male rule. It was impossible for a low-income woman to live a decent life or get married well. Social structure determines a person's social status. In a patriarchal society, women have been discriminated against. Also during this period, women writers wrote about women victims, and Jane Eyre became the most influential novel. Jane Eyre is often portrayed as a feminist novel because of its strong focus on gender issues. The play vividly depicts the struggle of women of her time for equality and recognition in an oppressive patriarchal world through the eyes of Bronte's first female narrator. In this novel, Jane confronts a variety of repressions that are familiar to many Victorian women.

But Jane is not the only one facing external repression. As a woman, she is expected to behave in a certain way - to be obedient, polite and humble, and it is considered inappropriate and rude to express other aspects of her personality. Therefore, he tries to control his passionate feelings from his childhood. Throughout the novel, he learns to control his emotions and restrain his inner passions, proving that it is a very difficult task when faced with violence, humiliation, and ultimately love. In the beginning, when Jane is still punished as a child for reading a book by her cousin John, she rebels and resists the injustice she faces with all her might.

As a child, Jane meets the protagonist of the novel - Mr. Brocklehurst, a true representative of male tyranny and superiority, who demonstrates his power as a school principal for girls by insulting and intimidating both students and female teachers. However, Jane's unpleasant and heartbreaking stay at Lowood School was softened by the emotional friendship found there. When Jane first comes to Lowood, suffering from cold and hunger and fear for her life, she is helped by her loving teacher, Miss Temple, and others, as well as young student Helen Burns, who opposes Jane to oppression, ignorance through women's love, trust, and solidarity demonstrates how to fight. This new understanding helps Janega live for eight years in Lovood, which is marked by Helen's emotional death.

When she leaves school to become a private home teacher (governor), Jane feels lonely again in an unknown world and she doesn't know what awaits her. When he arrived at Thornfield Hall, where Mr. Rochester's youngest daughter, Adele, was to stay to become a private home teacher, Mr. Rochester had not yet returned home. Even though he didn't know that the person he was meeting was Mr. Rochester, their first meeting showed the excitement of a future relationship from the start.

Davis points out that in this scene, Jane is flexible and resilient, while Rochester is sharp and cautious, she answers Jane's questions selectively, and Jane obeys some of the orders given and resists some.

Although Edward Rochester is Jane's boss and holds a high position over her, their relationship is based on a growing friendship. For Jane, Rochester is basically the only person who can have an intellectual conversation, during which they confront each other. Rochester is very interested in Jane's intelligence and courage, because even though she is an obedient employee, she is not afraid to speak her mind in front of him and sees no reason why she should be like that - because she was an "independent free man." During the time they are suddenly confronted, Jane begins to like her master, as for Rochester, readers don't know what she will feel when they look into Jane's eyes, and she actually hopes for Mr. Rochester's love, but she doesn't believe it can really happen. Her feelings are so strong and passionate that she dreams of unrequited love and passion for her, especially Miss Ingram Mr.

When it is claimed that Rochester is the future spouse. Jane is disappointed by this information and believes that after her master's wedding, she will be forced to leave Thorn field Hall altogether. Rochester confirms this and reports that he has found a new job for Jane in Ireland. At the same time, he tells Jane about his inner experiences, which reveal the essence of his feelings for her: sometimes I feel strange feelings for you - especially when you're with me, as it is now: it's as if there's some thread that's too tight and unbreakable under my left ribs, as if I'm tied to that thread over your little ribs. I'm afraid the bond between the two of us will break. As for you, you must have forgotten me. Jane's head was stiff and in a difficult position, but still Mr. Rochester believed that she would marry Mrs. Ingram, and so she could not stay with him, unable to express her feelings for her master. At this point in the work, the author presents perhaps the most quoted speech of the entire novel. This is what Bronte said to women, because it shows that women also show the same feelings as men and equate men with women: Do you think my stay is nothing for you? Do you think I'm an insensitive car? Because do you think I am a poor, simple, incomprehensible, and small-hearted and heartless person? You are wrong! "I'm alive like you, and I have a heart!" Even if Allah had blessed me with a little beauty and great wealth, I would not have given up on you, just as it is difficult for me to leave you now. It is as if I am speaking to you now with my heart and soul, not through rituals and customs or an inanimate body.

Edward Rochester recognizes their equality in a revolutionary way - not just because Jane is a woman, but because she is a simple servant and a simple poor girl who has no place in society. By the standards of Victorian society, Jane was almost nothing but an ordinary governor. However, Rochester knew Jane as a person and thus brought her qualities to mind, she even explained to Jane (and readers) why she knew Jane as her peer and how she had never met such a brave woman: I have never met a man like you. Jane: You make me happy and lift my spirits - you seem to have surrendered, I like your kindness and it makes my heart beat faster.

And finally, in his last offer, he confesses his love and their equality: "Here is my bride, for she is my equal and priceless darling. Jane, will you marry me?" Now Jane is in a difficult situation - on the one hand, she appreciates her love for Edward Rochester and is happy to be loved; on the other hand, he thinks of his social status (always Mrs. Fairfax mentions it) and was concerned about this inequality because he wanted to marry his peer. At the same time, Jane was afraid of losing her independence in such a marriage. Charlotte Bronte wants the equality between Jane and Edward to be perfect and unconditional, and thus she separates the couple to achieve this goal. After Mr. Rochester reveals the secret that he is already married, Jane offers to be his mistress, which not only insults Jane a lot, but also causes her a lot of mistrust. Jane refuses the offer and leaves Thorn field Hall to find another job.

The ability to take responsibility in a difficult situation is actually one of the most important features of the novel, and it increases the chances of women gaining the rights they want. Jane then faces other trials, with Saint-John and his sister rescuing Jane when they return home, suffering physically and mentally. Saint-John asks her to marry him and go to India with him. This would be a very good solution for Jane - she would have the opportunity to travel around the world and explore the world as a missionary and have a respected husband. He is actually offered everything Rochester can give him but one love. Thus, he could not marry Saint-John because love was of equal importance to him, and it was impossible to marry without love. Eventually, Jane reunited with Rochester after hearing that he had "called" her. Now that he has

inherited a large amount of money, he is in a socially acceptable position, and conversely, Rochester's dominance is declining as his house is burned down and he loses his hand and eyes during the process. Now they were truly equal and interdependent. Also, Rochester's wife died during the fire, and he could now legally marry Jane.

CONCLUSION

In studying the work of Charlotte Bronte, the gifted older sister of the group, one of the first of the qualities that impress the reader is her actual creative power. To one of her imaginative power, the simplest life was sufficient, the smallest details a fund of material. Other qualities that distinguish her work are purity, depth and ardor of passion, and spiritual force and fervor. Her genius was lofty and noble, and an exalted moral quality predominates in her stories. She was ethical as sincerely as she was emotional.

In conclusion, Charlotte Bronte was able to portray an equal marriage between two people who were able to find each other, going against all the contradictions and strict traditions of their time. She showed that the usual simple scenario is more acute and interdependent by applying the moral issues, gender and equality issues that were the basis of her time.

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AN EMOTIONAL COGNITIVE BEING AND ITS COMPARATIVE STUDY

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ABSTRACT

The article illustrates emotional cognitive being and gives several types of the cognitive being and understanding. On the one hand, humanity observes the world around him and shows his attitude to the public. Next, people should be careful to make a conclusion according to their emotions. The article discusses about the topic.

KEYWORDS: *Emotion, Cognition, Emotional Intelligence, Psychological Competence, Adolescence, Facilitation Of Thinking, Types Of Emotions, Cognitive Being.*

INTRODUCTION

Sudden changes in a person's psychological structure can also change a person's life. The previous system of "school-family-society" will be replaced by a new situation - "professional – family, socio-economic conditions". Now the professional factor plays an important role in personal development. Everyone has a life-changing normative time in their career as well as the whole life. One of the most important diagnostic methods in the category of empirical (practical) methods of psychology is the method of observation. People show their feelings to him in the process of observing the environment. They can also express their feelings for the environment and show their impact on it.

MATERIALS AND METHODS

The purpose of psychological observation is as the following:

- Selection of the observed situation, situation and object in accordance with the purpose, to make sure that it is reasonable;
- Development of a program of observation, its application in practice, the creation of a graphical representation, the graphical representation of the collected results.

The object and subject of observation have the following structure:

- The object of observation is the study of human, group, community and interpersonal relationships, emotional experiences, the animal world, individual activities, creativity, behavior, etc .;
- The subject of observation is the externalization of human diversity - the state, process, strength, intensity, continuity, dynamics, specificity, its joint action, the course of consciousness, unconsciousness, the course of consciousness, activity and behavior;

- Practical and gnostic cases; acts of speech: meaning, content, essence, direction, frequency, rhythm, tempo, amplitude, duration, intensity, expressiveness, its lexicon, grammar, phonetics, linguistic structure, etc .;
- Nonverbal speech: facial expressions, pantomime and vocal facial expressions (expressing the meaning of music through body parts);
- Manifestations of vegetative reactions: redness, whitening, sweating, rapid, slow and difficult breathing.

Methods of expression of observations: representation of the data collected in experiments by means of signs, symbols and symbols (pictograms, lines, tables, anagrams) and creation of various forms, descriptive statements, accounts. The following types of observations can be used in psychology: sequential, episodic, field-based, laboratory-artificial, natural, chronological, periodic, one-time, etc. There are several different forms of observation, depending on the task, each of which can be used: covert observation, creating a psychological portrait of the observer, intervening observation (gives high results in adolescents), analysis of behavioral portraits, etc.

Observations and research show that according to the purpose of the activity - action, emotional, image and word - logical memory. It is divided into long-term, short-term and operative memory. Involuntary memory is memory that occurs without a purpose between memorization and recollection.

Involuntary memory - the target is set, the material is selected and stored in memory by special methods.

Action memory - remembering, remembering and recalling is associated with action. "Golden Hands" is an example of good memory.

Emotional memory - is memory based on feelings. (For example, when he speaks, he remembers urges, fears, and insecurities.)

Image memory - imagination, memory connected with the life of nature. For example, the Russian artist N.N.Ge went to the palace of Peter I and at a glance remembered all the views of the room.

RESULT AND DISCUSSION

Cognition is the process of acquiring and understanding knowledge through our thoughts, experiences, and senses. Learning involves acquiring knowledge and skills through experience, study, or being taught. Cognition and learning rely on each other. Learning requires cognition and cognition involves learning. Whenever our senses experience something new we go through a series of cognitive processes, which are the processes that result in learning. Cognition and learning difficulties cover a wide range of needs and abilities. Cognition and learning difficulties may affect all areas of the curriculum as with pupils with Moderate Learning Difficulties or Severe Learning Difficulties. However, cognition and learning difficulties may only impact on specific areas such as reading, writing, spelling and/or numeracy. [5.1]

Looking at the impact of cognition on emotion, it can be considered that although this short review focuses on the impact of emotional content on cognitive functions, here we briefly discuss another important line of studies that has investigated cognitive-emotional interactions, namely, cognitive emotion regulation (Ochsner and Gross, 2005; Ochsner and Gross, 2008). A

particularly informative regulation strategy is “cognitive reappraisal”, which involves rethinking the meaning of affectively charged stimuli or events in terms that alter their emotional impact. Reappraisal appears to depend upon interactions between prefrontal and cingulate regions that are frequently implicated in cognitive control and systems like the amygdala and insula that have been implicated in emotional responding. Interestingly, having the goal to think about stimuli in ways that maintain or increase emotion may boost amygdala activity whereas having the goal to decrease emotion may diminish it. Furthermore, changes in emotional experience and autonomic responding may correlate with the concomitant rise or fall of prefrontal and/or amygdala activity. Although much of the work on the cognitive regulation of emotion has relied on a relatively strict separation between cognition and emotion, which are in this context viewed as engaged in tug-of-war for the control of behavior, this framework is likely overly simplistic. As proposed by Ochsner and Gross (2008), a more fruitful approach will entail developing an integrated framework for specifying what combinations of interacting subsystems are involved in emotional responding, as individuals exert varying degrees and types of regulatory control over their emotions.

CONCLUSION

Understanding many aspects of language is related to the study of its social and anthropological nature. The relationship between cognition and emotion has fascinated important thinkers within the Western intellectual tradition. An empirical study of the development level of adolescents' emotional intelligence was conducted in the city of Berdiansk, Zaporizhzhia region in 2018. The total sample size was 40 people (20 students of the 9th grade of Berdiansk Municipal Lyceum and 20 students of 8-9 grades, students of the group "Psychological studies" of the Center for children's and youth creativity). Some emotional problems in everyday communication are faced by 40% of the Lyceum students and 10% of the members of the circle. Emotions to some extent complicate the communicative interaction of 45% of the Lyceum students and 35% of the members of the circle. Emotions prevent 10% of the Lyceum students and 55% of the circle members from making contact with other people, which has a direct correlation with the scale "expression managing" as per D. LiusinEmIn method, expression of circles' members brings information about their bad mood or reflects unpleasant stable personality traits, that are understood by others and have a negative 77 effect on contacts. As one can see, circles' members have more "obstacles" in establishing emotional contacts than the Lyceum students.

Emotional cognitive is the ability to recognize and interpret the emotions of others, notably from such cues as facial expression and voice tone, and to interpret one's own feelings correctly. Impairment of emotional cognition is associated with a range of psychological conditions, notably Asperger's disorder. [4.1]

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EFFECT OF ANXIETY AND MOTIVATION ON THE PERFORMANCE OF PLAYERS AND NON PLAYERS IN DIFFERENT BALL GAMES

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ABSTRACT

Their seen to have been much research work carried out on anxiety and motivation in foreign countries. But recently on large scale the work is under taken in India. Such studies are skill required in India because of the poor standard games and sports; hence the researcher has made earnest efforts to study this problem. The purpose of this study was to compare the effect of anxiety and motivation of players and non-players. The subjects from various colleges of Punjabi University, Patiala (35 players and 35 non-players).The age of the both groups was ranging between 20-25 years. Data was collected by questionnaire method. The subjects were given anxiety and motivation tests. The mean difference of both groups were tested for significance of by 't' ratio. In anxiety mean gains score were found statistically significant at .05 level of confidence. Motivation means gain score were found statistically not significant at .05 level of confidence.

KEYWORDS: Anxiety, Motivation, Players, Non-Players.

INTRODUCTION

There are many dimensions of fear and anxiety in athletes and non-athletes. Some writers have considered anxiety a personality trait related to stress tolerance in general. Whereas other writers have become interested in "situational anxiety" or fear specific to a given situation or classification of situations.

Anxiety may be heightened prior to a contest, subside during the competition and increase again following competition as the contest is replayed in the contestants mind most of the times athletes as well as others under potential stress are more anxious about failing to live up to social expectations than they are about the physical harm that might befall them in their forth coming efforts.

Numerous steps may be taken to alleviate the anxieties of athletes, depending on a prior assessment of causes of fear in a given participant. For example an athlete may be told that moderate anxiety and level of activation are helpful to performance and that he or she should not become unduly alarmed by the presence of physiological.

Anxiety in Exercise and Sports

Research report on the role of anxiety in exercise and sport and the relationship between athletic performances are conflicting as well as confusing chiefly due to inconsistent terminology and lack of agreement amongst scientist over the very meaning and concept of anxiety, its dimensions and methods of assessment (Kamlesh 1990). Despite contradictory finding on this issue, there is a general consensus that (1) Anxiety is both an affective and a pleasurable emotional reaction in which autonomic nervous system and glandular system play a crucial role (2) The level of anxiety in an athlete tends to rise prior to an athletic contest (3) Repeated participation in competitive sport enable athletes to manage anxiety in various ways.

Since anxiety is equated with fear, practicing and competing sports persons irrespective of their sex and age tend to have variety of fears (madly expressed moments of anxiety) at almost all stages of their sporting career. Fear of doing poorly in fundamental motor and motor skills, anxiety over low level of physical fitness, apprehensions about outcomes of a competition etc. are very common among performing athletes. Some fears may be rational most of them are irrational. Some may catalyse the athletes to put in harder effort so as to improve performance others may give crippling blow to his performance. Fear of competition is universal among athletes. It is significantly relative This fear says Cratty (1973) can range for it. Cognitive evaluation of seriousness of an impinge threat ending competition to the experience of bodily changes as competition children and adults alike. Although a frequent exposure to competitive situations and its consequent outcomes helps the athletes to learn how to face competition right from the young age should not be underestimated. Sports scientist believe that exposer of young athletes situations should be gradual and well planned. Besides the greater the resemble trance between the practise conditions and competitive situations better the athlete learn how to cope up with competitive anxiety Cratty (1989) adds conditions with the athlete combined with his or her cognitive evaluation of the threat of competition and with the objective nature of competition itself work together to produce anxiety in athlete.

Games and sports significantly differ from one another in skill structure, organization, procedures, performance dynamic etc. the type and intensity of stress (the root cause of anxiety) they generate in the sports persons is significantly different from sports like archery, wrestling, gymnastics, judo, shooting, athletic etc. encounter anxiety is different qualitatively and quantity from the anxiety confronting team game players i.e basket ballers, footballers, hockey players etc. Perhaps, the athletes in individual's sports experience more anxiety than team game players. A plausible explanation for this state of affairs may be in individual sport the total stress is on the individual himself while in team games the stress shifts from one compartment to another (one areas to another) for example, from attack to defence or from right wing to the left wing or vice versa. Similarly, in short duration activities (mostly individual events) such as sprints in track and field and swimming, the athletes go all out to make supreme effort in one breath: consequently they have no time to manage anxiety. In point based or long duration events (marathon, team games) sports-persons have enough time to plan their moves and make of alternative strategies and tactics there by diffusing anxiety.

The impact of competitive situation on the individual depends upon how objectively or subjectively he evaluates the consequences of the situation (cognitive appraisal of the situation). If the outcome of the cognitive appraisal is negative, such as the perception of probable failure, then the obvious response would be to wriggle out of the situation. However, that option is not always available. If the situation cannot be avoided a response must be executed. The nature or quality of the response can be assessed at psychological, physiological and behavioural levels. While psychological and physiological response is most directly to anxiety behavioural response is most observable and is the one that is evaluated. The consequence of competitive sport event is obviously either success or failure. The public display of the consequence of sport-related response is most likely a major reason why such situations have potential to generate strong anxiety responses.

Motivation

The study of motivation includes a search for variables that influence why people decide to do what they do and that explain the intensity with which individuals work and play. Motivational research is thus one of the most important areas of study for the sport for the sport psychologists, holding potentially useful information for the coach and the athlete. The motivations of athlete have been classified in various ways, including the degree to which they reflect basic physiological or psychological needs, as well as whether they reflect social motives. Additionally motivations may be the result of the intrinsic nature of the task or the rewards, both social and material existing external to the task.

As athlete nature, the nature of what motivates them to perform may shift from the intrinsic motives of children, to the external motives and rewards of those in highly competitive sport and later again to the intrinsic motives of highly paid professional athletes or recreational joggers.

Several few trends in motivational research hold potential uses for coaches and athletes, such as the attempts to evaluate motivation in sport as well as the study of the cognitive processes that from motivational “structures” in people as they perform in achievement oriented situations. Various types of athletes may be identified, with reference to what seems to motivate them. These include those who have high needs for achievement and perform in positive happy ways in contrast to those who are anxious and concerned and seem to evidence high needs to avoid failure. It is usual that these two types will perform differently under competitive stress and need to be dealt with differently by both the coach and the team psychologist.

Athletes may complete for a number of rewards and often for more than one type simultaneously. These includes various forms of social approval the overcoming of stress, the affiliation and friendship of teammates the approval of the coach, the intrinsic interest in the sport, the pursuit of excellence as well as the expression or aggression. Individuals are socialized by the society and predominant norms, values, perceptions and facilities prevailing in the society tend to become an intrinsic force of the individuals goal perspective. Everyone desires to see himself/herself successful and accepted in every life situation and this leads to achievement motivation. This is an inextricable part of human behaviour.

If achievement is associated with one's desire for accomplishment and prestige then sports achievement and motivation speaks about degree to which a player is willing to approach a competition oriented situation in order to achieve a realistic goal (Murray, 2006). Individuals

with high degree of sports achievement motivation grow with self-confidence and set realistic obtainable but challenging goal.

METHOD AND PROCEDURE

SUBJECTS

For the purpose of this study the investigator was selected thirty five male players of Basketball, Volleyball and Football from various colleges and thirty five male non players from various colleges of Punjabi University Patiala. The average age of players and non-players was 20-25 years.

SAMPLE AREA

The data was collected from National college Bhikhi Mansa, Government Mohindra college Patiala, Akal college of physical education Mastuana Shaib, Khalsa college Patiala, Mata Gujri college, Fatehgarh Shaib and Prof.Gursewak Singh govt. college of physical education Patiala.

TOOL AND SCORING

The anxiety scale questionnaire designed by Prof. A.P. Sinha (SCAT) was used to measure the anxiety level.

The motivation scale questionnaire designed by N.K.M. Tripathi and C.B. Tripathi (A.M.S.) was used for measuring the motivation level.

Before the administration the subject were given adequate information out the test. No time limit was fixed for completing the test. However individual took about 20 minutes in completing questionnaire. It was emphasized that there is no right or wrong response to the statement. It was pointed out that each item has to be responded either positive or negative terms. Yes or No. Each subject was asked to give answer to all statement.

For any response indicated as 'Yes' one score was awarded and any response indicated 'No' was awarded with zero score. The sum of all positive responses was the total Anxiety score of subject.

STATISTICAL TECHNIQUE

T-test was used to find the difference between mean score of Anxiety and Motivation betweenon the performance of players and non-players.

RESULTS

For testing the difference between the mean gains of two groups (Anxiety). The level of confidence was set as 0.05.

TABLE NO. 1 TABLE 1: SHOWING MEAN DIFFERENCE OF PLAYER AND NON-PLAYERS IN ANXIETY LEVEL

Mean of Players	Mena of Non-Players	Mean Difference	't' Ration
22.37	34.57	12.12	3.63*

*Significant at 0.05 level of confidence

Degree of freedom (df) =68

Table 1 presents data regarding mean differences of players and non-players of anxiety level between two groups and results shows that there exist statistically significant difference when the whole group of players were with non-players ($t=3.63>0.05$ level). The comparison of the mean of the two groups indicate that mean of the group of players ($x=22.37$) was higher than the mean of group of non-players ($x=35.57$) indicating thereby that anxiety level is higher among the non-players in comparison to players.

Figure 1: SHOWING MEAN DIFFERENCE OF PLAYER AND NON-PLAYERS IN ANXIETY LEVEL

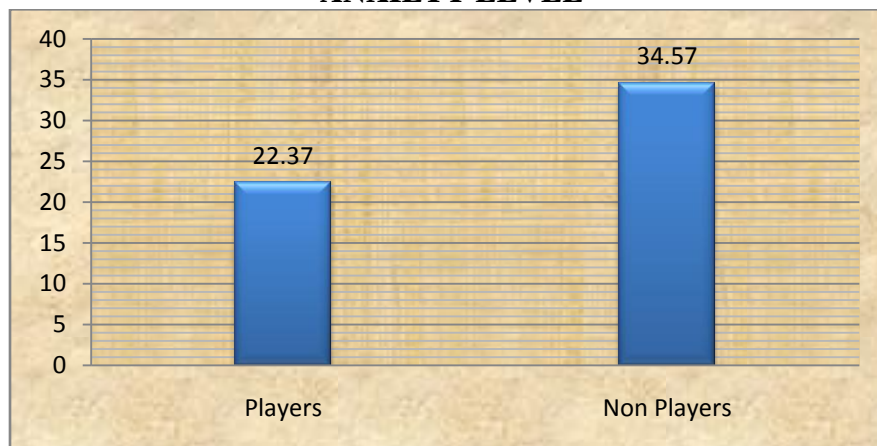


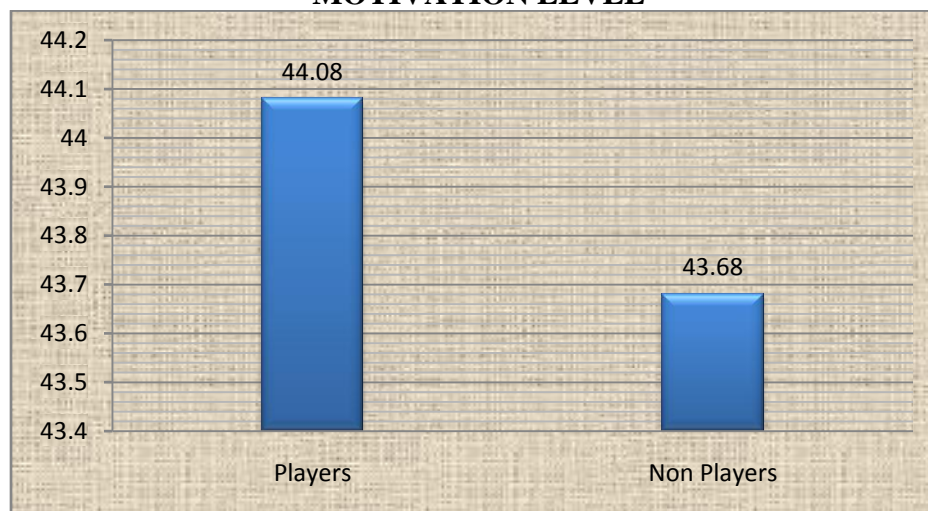
TABLE NO. 2 TABLE 2: SHOWING MEAN DIFFERENCE OF PLAYER AND NON-PLAYERS IN MOTIVATION LEVEL

Mean of Players	Mena of Non-Players	Mean Difference	't' Ration
44.08	43.68	0.4	0.02

Not significant at 0.05 level of confidence

Degree of freedom (df) = 68

The data tabulate in table 2 regarding motivation level of players and non-players, reveals that a statistically no significant difference ($t=0.02<0.05$ level) existed when the group of players and non-players was compared. The comparison of the mean of these groups did indicate that mean of the group of players ($x=44.08$) was higher than the mean of the non-players ($x=43.68$).

Figure 2: SHOWING MEAN DIFFERENCE OF PLAYER AND NON-PLAYERS IN MOTIVATION LEVEL

DISCUSSION OF THE FINDINGS

It was evident from the findings of this investigation that anxiety level of players is less in comparison to the non-players. Modern sports training gives emphasis on preparing the athletes psychologically and physically, though play significant role, physical educators and coaches believe that without psychological preparation. There is little chance of success at the higher level of competitions. Several investigations revealed that apart from somatic. Find psychological variables higher level of performance depends upon an athlete's psychological make-up.

Anxiety of the players is to be optimum for better performance. An efficient players with physique, fitness and mastery over the skills, but lacking in psychological qualities is not been able to play effectively for a longer duration. On the basis of above discussion, it is concluded that there is a significant difference in the anxiety level of players and non-players. Within the limits of this study, it is proved that as per the hypothesis the players in comparison to non-players have low controlled anxiety level.

Thus, according to the review we come to the result that anxiety level of players is less because they face anxious movements so many times during their game that's why they become habitual of it and hence their control over anxiety becomes increased and shows better performance on the other hand non-players are not exposed to such situations, so they are not able to tackle it and hence their anxiety level is more than that of players.

Hence the null hypothesis with respect to anxiety was rejected the findings of this study were in agreement with the finding of M.L. Kamlesh (2006) Spence (1990) and Robbins (1958) where similar trends have been observed. Man is competitive by nature and a sport is an integral part of human culture and society. So it is natural for man to seek competitions in sports, as he does in other fields of life. People have various reasons for participating in sport, ranging from health and fitness to making and breaking performance records. Even though sport is a social phenomenon. Some people are born competitors everything that stand in their way to their progress poses a big challenge to them; they love challenges and like to be challenged. Such individual are not learned by any external forces and factors of motivations such as awards,

rewards, prestige, privileges and the like. The springs of their motivation are rooted deep into their psyche, making their life energy gush forth with tremendous force so that highly motivated individuals never lack energy to accomplish incredible things both in life and sport.

The motivated factors in football players in the end it may be concluded that football players of all the categories have been motivated to prefer football game due to their interest that aroused in their childhood. Though other factors have also motivated throughout the game. They have been greatly motivated by their interest in the game since their childhood.

According to the reviews we come to the result that players and non-players motivation level remain same because every human being is motivated from his childhood itself according to his interest. Hypothesis with respect to motivation of players and non-players was accepted. The findings of this study were in agreement with the findings of M.L. Kamlesh (2006) and Swinder Singh Randhawa (2001).

CONCLUSION

In the light of result of this study the following conclusion can be drawn:

1. Anxiety level of non-players is greater than player. According to this study players have less anxiety when compared to non-players.
2. Motivation level is same for both groups. There exists no difference in motivation level of players and non-players.

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ANTICIPATING PROBLEMS IN TRANSLATING ALISHER NAVOI'S WORKS INTO ENGLISH

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ABSTRACT

The article illustrates some translational problems of literal works from Uzbek into English, moreover, some translational problems of Alisher Navoi's masterpieces and aesthetic and expressive values of translation. In short, the translation of poetry needs 'something more' than translating other genres of literature. This simple writing will present in brief some considerations in translating poetry. The "ideas" includes belief, values, and institution; "behavior" includes customs or habits, "products" includes art, music, and artifacts, and "ecology" includes flora, fauna, plains, winds, and weather.

KEYWORDS: *Alisher Navoiy, Turkic Languages, Masterpieces By Alisher Navoiy, Aesthetic And Expressive Values,*

INTRODUCTION

It is no exaggeration to say that Alisher Navoi is a great thinker who for centuries has touched the hearts of not only the peoples of Central Asia, but also the whole world and contributed to the development of the Turkic languages. Alisher Navoi was born in Herat, on the 9th of February 1441. His father, Guiyasiddin Kichkine, was a prominent man and civil servant, and his grandmother was a wet-nurse for Timurid's children. Adolescent Alisher was brought up together with off springs of Amir Temur's family. At the age of 4 he was sent to school. After the death of the governor Shahruh in Herat a power feud rose and most people were forced to leave Herat. The family of Guiyasiddin Kichkine moved to Iraq and set up in Taft town, but in 1452, when Abul-Kasym Bobur had been confirmed for the position of the governor, they returned to Herat. Guiyasiddin Kichkine served at the court of Babur. After a time he was named chief of city administration in Sabzavar. Alisher stays in Herat and continues his study. At the age of 15 together with Sultan Husayn Boyqaro he started to serve at Bobur's court. In 1456 Abul-Kasim Bobur moved to Meshhed city and Navoi and Husain Baikara followed him. Soon after internecine feuds and animosities were sleeping Navoi returned to Herat. Then Navoi went to one of the great cultural centers of the country – Samarkand and studied at madrasah found by Fayzullah Abu-l-Leysa – an outstanding jurisprudent and Arab language expert. In 1469 Abu-Said had died in a battle and the throne was taken by Husayn Boyqaro. At the invitation of the school friend that became the ruler of Khorasan city Navoi moves from Herat to Samarkand in the same year. Navoi died on the 3rd of January in 1501. Herat city mourned the poet's death [1.513]

A. Navoi has written several great works during his life, and so far they have been translated into many languages, and these works are attracting the attention of linguists and literary critics around the world. as a result, the translation of A. Navoi's works is one of the most pressing issues. the process of reconciliation of the two languages and the differences between the peoples complicate the translation issues somewhat. The translation of Alisher Navoi's works is also among them.

MATERIALS AND METHOD

Several translational problems are occurred during the process of translation of works from one language into another. Structural variations between languages, cultural differences, compound words and many other fields In this article we will go through both **the main structural problems in translation and the main challenges of translation faced by Translators while they translate masterpieces by Alisher Navoi, a great thinker of Uzbekistan, not only Uzbekistan but also, in the whole Asia.** Although we cannot give a solution that fits every single problem of translation entirety, we might help people to mitigate their impact with some tips extracted from experience. There are several translational issues, for example:

- 1) **The structure of sentences in English and other languages may be different.** This is considered to be one of the main *structural problems in translation*. The culture practised by the speakers of each language may also be vastly different. In many languages, certain terms may be completely absent... This is one of the most common challenge faced by a translator on its daily basis, also one of the main reasons why translation is difficult.
- 2) **Cultural Differences - The culture practised by the speakers of each language may also be vastly different;** Often, colloquialism is woven into formal language, making the translator's task very difficult indeed. A good solution to this problem could be research and investigate continuously.
- 3) **A compound word is a combination of two or three nouns and adjectives.** They could be closed of three forms – closed form, like notebook; hyphenated like long-distance or open form like fighter pilot. Some compound words are pretty straightforward, and mean exactly what they say – like afternoon; some mean only half of the term, like say bellboy, and some mean nothing of their original words – for example deadline.
- 4) **Verbs made up of two words** there are several verbs that are made up of two words – usually, a combination of a verb and a preposition. For example: break up, break down, break into, break in, break off, break apart, break away; these all mean different things, though the common verb is break.

The problems mentioned above and many other types can be occurred during the translation, to overcome this issues both languages should be learned well through history, lexicology, grammar, vocabulary and many other spheres. Moreover, a translator should avoid literal translation, **think of finding an appropriate word in the target language** for the phrase or the verb in its entirety rather than attempting a literal translation.

RESULT AND DISCUSSION

The Western world needs to evolve their view of Central Asia as simply a hot spot for violence to that of a place of high culture and home to a well-respected poet who wrote beautifully about

peace in the world. In the recently renewed interest in Central Asia I do believe that people need and even want to see a different side than the extreme side that the media has shown them.

Translating literary works is always more difficult than translating other types of text because literary works have specific values called the aesthetic and expressive values. The aesthetic function of the work shall emphasize the beauty of the words, figurative language, metaphors, etc. While the expressive functions shall put forwards the writer's thought (or process of thought), emotion, etc. And the translator should try, at his best, to transfer these specific values into the target language. As one genre of literature, poetry has something special compared to the others. In a poem, the beauty is not only achieved with the choice of words and figurative language like in novels and short stories, but also with the creation of rhythm, rhyme, meter, and specific expressions and structures that may not conform to the ones of the daily language. In short, the translation of poetry needs 'something more' than translating other genres of literature. This simple writing will present in brief some considerations in translating poetry. About translating problems, Suryawinata (1982) finds that in general a literary translator faces linguistic, literary and aesthetic, and socio-cultural problems. In translating a poem, one of the literary genres, the translators are also likely to face similar problems [2.90] The second point to consider in term of linguistic matters is obscured (non-standard) syntactic structures. Such kinds of structures may be intentionally written in a poem as a part of the expressive function of the text. Hence, such structures should be rendered as closely as possible. The first step to deal with this problem is to find the deep (underlying) structure.

Words or expressions that contain culturally-bound word(s) create certain problems. The socio-cultural problems exist in the phrases, clauses, or sentences containing word(s) related to the four major cultural categories, namely: ideas, behavior, product, and ecology (Said, 1994: 39). The "ideas" includes belief, values, and institution; "behavior" includes customs or habits, "products" includes art, music, and artifacts, and "ecology" includes flora, fauna, plains, winds, and weather. In translating culturally-bound expressions, like in other expressions, a translator may apply one or some of the procedures: Literal translation, transference, naturalization, cultural equivalent, functional equivalent, description equivalent, classifier, componential analysis, deletion, couplets, note, addition, glosses, reduction, and synonymy. In literal translation, a translator does unit-to-unit translation. The translation unit may range from word to larger units such as phrase or clause.

CONCLUSION

Literary scholars of Navoi's time considered the Turkic language too coarse for poetry. In his treatise *A Debate Between Two Languages* (1499), Navoi theoretically substantiates the cultural and literary significance of the Old Uzbek language, which was called Turki. He influenced the development of Uzbek literature as well as the literatures of the Uighur, Turkmen, Azerbaijani, Turkish, Tatar, and other Turkic-speaking peoples. [1. 515]

Navoi's world view and creative work are not devoid of ideological contradictions and social illusions. But the strength of Navoi's works lies in his humanism and democratic tendencies and in his affirmation of man's dignity and his right to happiness. Navoi's works had great significance for the development of tendencies of progressive romanticism in Eastern literatures.

These kind of translations of foreign literature keep alive the misconceptions that the reader's domestic culture has against the culture and values of a different land. I want to be a _translator

poet' of Navoi who keeps what challenges the Western misconceptions of Central Asia, what will add to its worldview, and yet be sensitive to what differences of Navoi it can handle. I want to push the limits, but I don't want to go so far that the Eastern Navoi cannot be understood by the Western mind.

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INDIVIDUAL DIFFERENCES IN FOREIGN LANGUAGE LEARNING

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ABSTRACT

This article highlights impact of several factors on acquiring FL learning individually and analyses their cause some problems. Those children worried about their parents and teachers' punishment and this affect negatively during their whole life. So, all people who have begun learning FL recently do not suffer from anxiety, regularly difficulties, misunderstandings can afford to rise it. They include intelligence, aptitude, age, gender, attitudes and motivation, language anxiety, strategies and willingness to communicate. In the Cambridge Dictionary, motivation is defined as "Enthusiasm for doing something; the need or reason for doing something; willingness to do something, or something that causes such willingness.

KEYWORDS: *Language Anxiety, Intrinsic Motivation, Extrinsic Motivation, Learner Intelligence.*

INTRODUCTION

Nowadays in our globalization world and multilingual society learning foreign languages is becoming one of the main goals. Because individuals who know at least two languages showing great result in their life and career by dealing with any kind of problems. The reason of this immediacy is that their brain works as twice as faster than ones who know one language. Additionally, public schools and universities require their students' high result FL performance. That's why "How languages are learned?" is a top question for today's most people. Under this question most scientists have conducted different researches and prioritized their own theories. According to Mihaljević Djigunović, foreign language learning is a unique experience for every learner. Even those learners who learn a foreign language in the same environment, under the same conditions, achieve various success in the foreign language. The cause of this variability may be a set of learner characteristics defined as individual differences. They include intelligence, aptitude, age, gender, attitudes and motivation, language anxiety, strategies and willingness to communicate. [10] Although several investigations showed that those factors have huge impact on acquiring FL learning individually and cause some problems, we divided them into 2 categories:

a) Cause of FL learning problems: intelligence, aptitude, age, gender, culture, first language basics etc.

b) Result of FL learning problems: language anxiety and motivation

In this article firstly, we discussed why we isolate language anxiety, motivation, as results of FL language learning rather than problems. Secondly, we restate some suggestions about how to avoid them in order to be a successful language learners or teachers.

LITERATURE REVIEW

Anxiety and motivation in FL learning

Anxiety lexically means an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future. Some scientists also give their own thoughts about this feeling. **Anxiety** can be defined as a mental and physical state characterized by specific emotional, physical, cognitive and behavioral symptoms. It is an adaptive reaction which mobilizes the organism and helps it defend, attack or avoid an anxiety stimulus. The stimulus can be a previous external or internal antecedent or trigger. To state the definite causes of anxiety can be rather complicated as it is influenced by many factors – biological, psychological, social or other (Doubek, & Anders, 2013). According to Spielberger (1972, p. 482) **Anxiety** an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, nervousness, and worry” [3]. Scovel (1991, p. 18) defines anxiety as “anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object” [7]. We say that anxiety can be psychological, social, physical, behavioral but not biological. In fact, Anxiety is not born with individuals, individuals acquire it from their parents and society. For example, if parents nurture their children based on strict rules and not to allow them making mistakes, children become more cautious which defend them saying their ideas immediately even if they are true. Additionally, if teachers cannot create friendly atmosphere, continuously interrupt their pupils when they speaking in order to correct some grammatical errors, pronunciation or some inappropriate using words, in this case pupils also, afraid of verbalizing their thought freely and prefer not to attending the lesson. Those children worried about their parents and teachers’ punishment and this affect negatively during their whole life. So, all people who have begun learning FL recently do not suffer from anxiety, regularly difficulties, misunderstandings can afford to rise it.

Motivation is needs which leads someone to achieve goals. It stimulates a person to accomplish one task even if there are ample difficulties. Since motivation is an abstract notion, it has not fixed theories. In the Cambridge Dictionary, motivation is defined as “Enthusiasm for doing something; the need or reason for doing something; willingness to do something, or something that causes such willingness. If we address to previous literature variable arguments are found. According to Dörnyei (2001) motivation is the process whereby a certain amount of instigation force arises, initiates action, and persists, and it provides the learners the primary stimuli for initiating second language learning. Brown claims that (1987: 114), “motivation is commonly thought of as an inner drive. Impulse, emotion or desire to that moves one to a particular action”[1]. As Elli (1975: 117) has observed, there has been no general agreement about definitions of motivation and attitudes or their relation to one another. Consequently, the term motivation has been used as “a general cover term-a dustbin-to include a number of possibly distinct concepts, each of which may have different origins and different effects and require different classroom treatment” (McDonough, 1981: 153). We distinguish two types of motivation **intrinsic** and **extrinsic** [9]. According to Lisa Legault, intrinsic motivation (IM) refers to engagement in behavior that is inherently satisfying or enjoyable. IM is noninstrumental in

nature, that is, intrinsically motivated action is not contingent upon any outcome separable from the behavior itself... Extrinsic motivation (EM) refers to performance of behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself. Thomas referred to intrinsic motivation as a theme driven by psychological rewards. Rewards such as succeeding in doing something important to one's self (sense of personal accomplishment), achieving something of significant value (meaningfulness), having the freedom of choosing how to carry out the work with one's best judgment in mind (sense of choice), feeling of performing the work well to the point of meeting or exceeding his or her standards (sense of competence), and the satisfied feeling of knowing that the work is on par with the assignment requirements and progressing on the right track (sense of progress). Conversely, Thomas referred to extrinsic motivation as conduct that is induced by external rewards (usually tangible financial rewards) such as pay raises, benefits, and bonuses [8].

Although most theorists support the idea that intrinsic motivation is the great tool to achieve individual's goal, we disagree this notion. From our point of view, extrinsic motivation, which stimulate intrinsic motivation later, is crucial in FL learning. Let's take infants as an example, when infants were six months, they begun to crawling by imitating their mothers or other relatives (extrinsic motivation), not their own willingness (intrinsic motivation). Later, infants begun to speak different syllabus such as da, ma, ba, bo, again imitating other sounds (extrinsic motivation) around them. Step by step infants develop their knowledge by the help of other issues. When they became an adult and begin to making choice themselves, they have already had some concept (negative or positive) that rise children attitude. So, without any extrinsic forces there will not be any intrinsic willingness. This is the same as FL learners. If teacher wants to their students to accomplish tasks, achieve success and self-disciplines, they should pay attention extrinsic motivations [2]. Here we again repeat our words that we use above but we change the word anxiety to motivation. All people who have begun learning FL recently have significant motivation otherwise they do not decide to learning foreign languages. Regularly difficulties, misunderstandings, lack of first language basics, culturally inappropriate tasks, boring lessons, using materials which is not adapted learners' intelligence and ages can afford to lose motivation.

METHODOLOGY

The ways of reducing anxiety and increasing motivation.

Warming up activities. These activities can be used in different purposes such as increasing learners' mood and provide them energy or related to a new them. For example, before teaching learners a new theme, teachers write a general word in the middle of the desk and ask their students their own notion about this word. The main thing is that teachers should not interrupt their learner's sentence or ideas even if they incorrect. After listening all possible answers teacher generalize all correct answer and isolate incorrect ones. These activities give some signal to learners (thinking whether I understand this theme or not, is this them interesting or not) about contents of new them.

Warm-up activities for kids:

Charades.

Students take turns acting out a word provided by you while their classmates try to guess what it is. This is a good opportunity to review vocabulary from a previous lesson or to try and introduce

a new word. Young learners become really immersed in this activity and they usually try very hard to act out the word's meaning [6].

We are fun, fantastic friends.

This is a great team-building FL warm-up activity that can be played in pairs or groups. Depending on the class size, divide the students into pairs or groups. For online platforms that don't allow breakout groups, students can work individually. Assign each group or person a letter (and maybe don't use difficult letters such as X or Q). They now have to find two adjectives and a noun with that starting letter to describe themselves. When everybody is ready, each group introduces themselves in front of the class.

Students usually come up with funny, original ideas that make everybody laugh. You will hear things like "We are amazing, active animals," "We are cool, cheerful classmates," or "We are beautiful, bouncy balloons."

Warm-up activities for teens and adults:

Sentence scramble.

For this activity, you can divide the students into small groups or pairs or they can work on their own. Come up with a few sentences before class, and write the sentence's words on your physical or virtual whiteboard in a random order. The first group or individual student to unscramble the words and read the sentence aloud correctly wins that round.

When creating the sentences, you can use motivating mottos, the target language of the day, or review a grammar point from a previous lesson [6].

Storytelling.

This is a great FL warm-up activity for encouraging teamwork and practicing vocabulary and grammar. It can be used in the online classroom as long as you have a whiteboard behind you that is visible to the students.

Ask each student to give you one word they know. This can be a noun, an adjective, a preposition, anything they want to include in the story. Collect the words by writing them on the whiteboard. When you have all the words from your students written on the board, let them collaborate to tell a story with them. If they need help, you can ask questions like "How shall we start?" "Which word shall we use first?" or "What comes next?"

Check off the words as the class tells the story, and make sure everyone gets a chance to contribute![6]

Methods to reduce anxiety and increase motivation

Attack negative thoughts.

This is one of the best ways to reduce learners' anxiety. Many FL learning students think that learning foreign language is to force speaking in front of their peers by teachers, learning a lot of vocabularies. Teacher can help their students to remove these negatives from their mind simply by pointing their own challenges while learning FL or restate student's even small success.

Using modern methods and approaches.

There are ample methods that teachers can use such as suggestopedia, audiolingual, traditional, silent way, etc. But, being teacher-centered is a main problem of these methods. If the teacher wants to help students deal with their anxiety and motivated them, they should apply modern methods CLL and CLT in the classroom. The advantages of these methods are teachers do not be center of classroom, they only guide their students and students accomplish all the task by themselves and students can learn spoken-language by imitating rather than learning grammar theories.

While choosing method and approaches teachers should be familiar with student's intelligence, age, cognitive skills, culture and others. Otherwise, teachers can not compete the goals of the lesson and these provoke language anxiety and losing motivation

Group works.

Group work could arouse students' learning interests, cultivate their exploring ability and creative thinking and improve their team spirit and social communication skills (Fearon, McLaughlin, & Eng., 2012; Olivera & Strauss, 2004) [5]. From our point of view, group works is an only way that student feel themselves more free and are able to speak without any frustrations, because teachers do not assess them individually. The aim of organizing such group works is to create friendly and funny atmosphere for students on purpose of performing their abilities. Additionally, working with groups nurture students' cooperative skill rather than competitive skills.

Discussing language anxiety and motivation.

Openly discussing language anxiety and motivation in the classroom can be tremendous help for students because if they know a lot about anxiety and others who are struggling the same as them, it would be easier to overcome such feelings. Listening or watching successful stories about prominent peoples, their lifelong challenges and how they manage their feelings, how they maintain their motivations can be not only benefit for reducing anxiety but also provide high level of motivation.

CONCLUSION

Although there is a misconception that learning foreign languages is difficult process, a person who does not feel any language anxiety and has high level of motivation should learn FL, we would like comment that language anxiety and lack of motivation are a result of difficulties in language learning rather than a cause of FL learning problems. The causes which we mentioned above (intelligence, aptitude, age, gender, culture, first language basics etc.) or regularly punishments by parents can rise anxiety and lack of motivation. Therefore, parents should be careful when they contact with their children. They should not urge them to do something and punish them each mistakes in case of losing their motivation and provoking anxiety. Instead of this, parents should assist their children to become successful person by encouraging them even small achievements. The role of teachers in this situation is also essential, they should encourage their students by creating friendly atmosphere in the classroom, conduct the lesson an interesting way, using different methods, activities, creating group interaction, the most importantly guide students facing their anxiety by discussing teachers and groupmates. When teaching FL learners teachers should not forget that they are not natural phenomena and do not accept making

mistakes. Instead of correcting them or forcing them doing something, they should teach their students how to resume and how to overcome difficulties politely.

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METHODS OF TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOL

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ABSTRACT

The purpose of the article is to examine the role of the teacher of physical culture in the educational process, its importance in shaping the student's personal qualities. The pages will cover such important issues as the cultivation of organizational skills, activity, resourcefulness of the student, as well as the accumulation and transfer of personal experience of the teacher can motivate the student to physical education and sports throughout life, to interest the student in a healthy lifestyle, preserve and strengthen his individual health.

KEYWORDS: *Physical Education, Healthy Lifestyle, Motivation, Teacher, Education Process*

INTRODUCTION

For many of us, the experience of physical education in elementary school was shaped by how we perceived the subject. We can safely say that for the vast majority of students, the physical education lesson is the most interesting. For me, classes differed from other school subjects in their content, organization and methodology. It was physical education lessons that were remembered for a long time by their bright and colorful content. They always took place on the right emotional level and a good relationship between the students and the teacher. How do you become a teacher. There are different ways. For some of us, it was more about playing sports, in various sections. Therefore, it is already difficult to imagine life without physical activity. However, occasionally there are moments when during our working life we doubt why we chose this profession at all - a teacher of physical education. A physical education teacher and his lessons are different from other school subjects. After all, physical education should contain both benefit and entertainment at the same time.

Work on physical education at school is distinguished by a wide variety of forms that require students to show organization, initiative, initiative, which contributes to the development of organizational skills, activity, resourcefulness. Carried out in close connection with mental, moral, aesthetic education and labor training, physical education contributes to the comprehensive development of schoolchildren. Successful solution of the tasks of physical education of younger students is possible only if it becomes an integral part of the entire educational process, a subject of general concern for the teaching staff of parents and the public, when each teacher performs his duties in accordance with the "Regulations on the physical education of students of a general education school". Our goal:

- * Define what physical education is.
- * Understand the role and benefits of physical education.
- * Consider, from personal experience, the role of physical education in your life.
- * Find out what changes have occurred in physical education in recent years. So what is physical education and what does it mean to me? Our own values and beliefs about physical education are related to our socialization in the school environment (what experiences we received in childhood), significantly affect our essence and delivery methods. The interest of the child and his conviction of the importance and significance in health-improving physical culture.

Physical education teachers must not only recognize and acknowledge their beliefs and values, but also that they can be challenged. Thus, the starting point for defining physical education should be to examine the experience of physical education and the extent to which this can influence our own definition of the subject.

However, throughout the development of this academic subject, physical education has been focused on the physical, mental (emotional and cognitive) and moral (including social aspects) level. Physical education is more than just developing physical skills. This subject is more focused on the development of the individual as a whole. This allows the child to succeed in many areas of development. Physical education is not just teaching specific sports skills. While successful participation in physical education and sports may be the original goal of the curriculum, it is also worth paying attention to developing the ability of students to evaluate their own and others' work, increase responsibility for their own progress, and finally apply their knowledge in difficult situations that will enable them to develop what is commonly referred to as higher order thinking skills.

Some scholars argue that the essence of the subject lies in the development that students can experience physically, socially, emotionally and cognitively. They suggest that students should participate in a range of physically active activities during the school day. The overall physical development of the individual can be seen as something more than school education. In fact, the knowledge, skills and understanding that they develop during school time can be applied in a range of different contexts, for example, after school hours, in any extracurricular activities, in sports sections. Such a premise proves that it is physical education that has a greater impact than participation in specific activities. Thus, it can be argued (as with all other subjects of the curriculum) that what we teach in school is a preparation for the future life of a person. In this regard, some researchers state that instead of physical education of students, which implies "mastery" of a measurable achievement profile of physical activity, steps should be taken to develop physical literacy. The following definition of physical literacy can be given: the presence of elementary knowledge and ideas about the values of physical culture associated with health-improving, applied, sports and other types of physical culture activities. According to the capabilities of each individual, physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout the life cycle.

In the definition of "physical literacy", identifies several key attributes such as: motivation, confidence and competence, the ability to interact in different environments, self-esteem, interaction with others and knowledge and understanding.

Thus, the role of physical education is focused on maintaining health, developing skills and emotional qualities. However, the traditional view of this problem affects several other signs of physical education, including:

- Health as a resource
- Promote purposeful physical activity to improve the quality of life
- Development of a person as a person
- Help students to form their life purpose and position.

So, drawing on curriculum development, we can highlight some of the key ways physical education supports a child's development.

The main thing we need to understand is that physical education is more than just physical activity. When physical education is at a high level, it is able to provide the most successful physical (and not only) development of students. Therefore, as a teacher of primary physical education, we must constantly reflect and analyze how we ourselves define physical education. Early learning experiences are critical to children's long-term participation in physical activities. However, as stated earlier in this article, when analyzing physics education, it is important to explore other terms commonly associated with the subject. For example, it is impossible to imagine the term physical education without such definitions as physical activity, healthy lifestyle, school sports, anatomy, health and well-being.

Physical activity itself is a complex, multidimensional discipline.

You can often find publications that recommend levels of physical activity. For example, the recommended level of physical activity for children and youth is:

- a total of at least 60 minutes of moderate-intensity physical activity each day. At least twice a week, they should include exercises to improve musculoskeletal health (activities that produce high physical stress on the bones), muscle strength and flexibility. Also, with the increase in childhood obesity, the focus is on schools to see how good nutrition and exercise affect overall health and well-being.

It is clear that physical education can influence the level of physical activity. One of the key characteristics of the subject is influence. That is, the student's attitude to physical activity can be imposed by the immediate environment, including teachers. If a positive result is seen, it is likely that students will have a positive attitude towards physical education. However, we must recognize that in terms of recommended physical activity, we do not set ourselves the goal of achieving any particular level of physical education, since each person is unique and individual. Costs It should be noted that physical education is not limited to school physical education classes. In order for the teacher to create motivational levels for the development of students and ensure sustainable interaction within their core experience, children must continue to participate in physical activities not only within the school, but also outside the educational institution. Therefore, it is important that we strive to develop links with other sports organizations in order to support the development of the child outside the school environment.

Health-improving, educational and upbringing tasks are carried out in the process of physical education. The Model Physical Education Curriculum is designed to motivate students to excel

in physical education and sports. It should enable students to be healthy, confident in their physical abilities, skillfully compete in sports, hence the formation of character.

- developed their physical abilities in a wide range of physical exercises
- have been physically active throughout their lives
- participated in sports competitions and events
- led a healthy lifestyle. When working on curriculum development, it is important to review the current literature in this area, both nationally and internationally. This will allow us to establish how educators define physical education by reflecting on what it means to ourselves.

Physical education is defined and will be defined not only as a separate subject of education, but also as a combination of various sciences. Therefore, such sciences as physics, biology, mathematics and many others are closely connected with physical culture. The starting point in understanding what physical culture is is an analysis of how the educational program of physical education has evolved over time [1].

The Department of Education has determined that the purpose of physical education and training is primarily to maintain the health of students and to identify the consequences of how physical and mental stress affects the health of a student. The results of exercise are obviously positive. It is also associated with mental and moral development; in particular, with the fact that correctly selected and performed exercises are important for the development of children's emotional mood, concentration, attentiveness and control over the body.

Your experience in teaching Physical Education will vary at different stages of student learning (between elementary, middle and high school) as well as how classes are conducted during and after school (out of school) hours. Some of this experience will be positive, and some may be negative. You will be running a variety of sports and recreational activities, starting with inside school activities, some of which you will enjoy and others that your students may enjoy. Some of the activities are aimed at boys and some are interesting for girls. Much of your knowledge will be based on the experience of colleagues, as well as your own beliefs [2,3].

Therefore, when writing work programs, the age and sex characteristics of younger students are taken into account. The purpose of the physical culture program is to form the basics of a healthy lifestyle among elementary school students, develop creative independence through the development of motor activity, promote the comprehensive development of the individual through the formation of physical culture of the individual.

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PRAGMATIC DIMENSIONS IN TRANSLATION

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ABSTRACT

The gist of pragmatics, i.e. pragmatic semantics and its impact on the content and quality of any translation have been touched upon in the paper. It analyzes the essence of pragmatic meaning from the translation theory and practice standpoint. Tools, such as “pragmatic adaptation”, in ensuring the pragmatic consistency and effect of translation are discussed as well.

KEYWORDS: *Pragmatics, Translation, Semantics, Meaning, Adaptation, Adequacy, Recipient, Effect.*

INTRODUCTION

Pragmatics (derived from Greek – “pragma” – denoting “action, movement”) is a trend of semiotics that studies the relationship between characters (signs) and their participants in a particular speech process. Pragmatism today is seen as the degree to which language representatives express their attitudes using specific words and semantic constructions and understand the interlocutor’s attitudes, i.e., their attitudes based on the current situation. Linguists point out that pragmatics will be based on the words and attitudes of the language user.

The effect of pragmatic meaning is reflected in the harmony of the content and form of the statement. In the process of translation, a certain amount of pragmatic meaning may be dropped. According to experts, the transition from pragmatic to translation takes place as follows:

- 1) High level of transition to translation (scientific and technical literature, etc.);
- 2) Restrictions on translation (in the preparation of information and analytical materials for other languages);
- 3) The fact that the pragmatics of the original are almost indistinguishable from the translation (if the text is aimed only at certain languages).

Practitioners say there is no way to convey pragmatic meaning separately. The translation must be in the best interests of the customer.

Apparently, pragmatics is the subjective attitude of the language community towards language units. The properties of their components in this relationship give rise to the pragmatic nature of language. This concept is much broader, reflecting the fact that a language depends on the

diversity of the participants in the communicative process and the subject of the event, as well as on the skills of the participants. The exact word can be perceived differently by representatives of two different groups. The pragmatic problems of language have been less studied than the study of referential evaluative meanings. In studying the level of receptor perception in translation, L.S.Barkhudarov recommends studying the lexical-semantic meaning of each word into the following types [Бархударов Л.С. Язык и перевод. – М.: Международные отношения, 1975. –230 с.]:

- 1) stylistic description of the word.
- 2) list of meanings.
- 3) the emotional color of the word.

Based on the above, we can find the following stylistic words in English and Uzbek:

1. Neutral - words that form the core of a dictionary and are used in all genres.
2. Spoken - words used in oral speech, in informal situations. They are not used in written speech, but are used to express the character's speech in a work of art.
3. Literary - words of pragmatic meaning, used in all types of biblical speech and not always used in oral speech, used only in certain situations that arise.
4. Poetic - words of pragmatic meaning in high spirits, used only in poetry.
5. Terminology - This type includes words with a pragmatic meaning related to science.

Every nation has its own way of thinking and its own spiritual world. This can often be explained by the fact that the nation has different religious beliefs and philosophical views. But in languages that are far from each other and not related to each other, there are words that express universal concepts. This means that there are common words between languages and religions. The translator is required to carefully compare his language and vocabulary of the translation, choosing the most alternative version of each word. In some cases, there are two or three different pragmatic emotional colors in a sentence:

Please come in (official).

Come in (neutral).

Come in, will you.

Get the hell in here (familiar, negative-emotional).

This means that the words in oral speech belong to the group of everyday (familiar) and casual speech, the words in the biblical lexicon belong to the group of official words, and the words used in poetry belong to the group of high spirits. Comparisons and metaphors play an important role in translating pragmatic meaning. Before translating them, it is a good idea to determine if there are similar means of expression in the target language, and if not, to replace them with the main units that convey the same meaning in the target language, depending on the context. Effective, figurative and lively speech depends on pragmatic proverbs, parables and idioms. Speakers use these tools extensively to increase the pragmatic effectiveness of their speech. In the system of “difficult to translate” language units, which are almost in the first place, are phraseologisms that express pragmatic relations. They force both the practicing translator and the

theoretical translator to think seriously about translation problems. In the works of translation scholars, Sh.Balli, V.V.Vinogradov, B.A.Larin, N.M.Shanskiy, A.V.Fedorov, Reysker, S.Vlakhov, and F.Florin, the problems of translation of phraseologisms are analyzed in depth. The main purpose of the phraseology is to fully restore the pragmatic meaning in translation in the process of communication. The translation of phraseological units uses the methods of literal translation, analogical translation and annotated translation.

V.N.Komissarov notes: “The people develop a certain attitude to the words they use. Such a relationship between the word and its users is called “pragmatics” [Комиссаров В.Н. Современное переводоведение. – М.: ЭТС, 2004. – 424 с.]. Any text is communicative in nature and contains a message that contains specific information from a source to a receptor. Sometimes the information received can have a profound effect on the receptor. This information can affect his emotions, provoke a certain emotional reaction, lead to a certain action. The ability of a text to have such a communicative effect, i.e. to create a pragmatic attitude towards the sender at the receiver, or in other words, a pragmatic effect of the information in the text on the recipient, is called the pragmatic aspect of the text or the pragmatic potential of the text.

In the first stage of the translation process, the translator appears as the receptor of the original and tries to get as much information as possible from the text. To perform this, he must have the basic knowledge of the native speakers, that is, be aware of the history, culture, literature, customs, and lifestyle of the people who speak the original language. Like any authentic receptor, the interpreter develops a personal attitude toward the information conveyed. However, the interpreter should make sure that such a personal attitude does not compromise the accuracy of the translation. In this sense, the interpreter must be pragmatically neutral. The pragmatic problems of translation also depend on who the translation is for, the current genre characteristics of the original, and the level of the reader. There is less need for pragmatic changes in the translation of scientific and technical literature. Because such texts are intended for a narrow range of specialists with specialized knowledge in this field, the same amount of tag knowledge. Such information consists of general specific words and terms for both linguists, and only company names, units of measurement, and specific nomenclature names should be interpreted.

Socio-linguistic factors that speak different dialects of the language also play an important role in ensuring the pragmatic consistency of translation.

These include deviating from linguistic norms in the original text, using dialectal words for stylistic purposes, and others also pose certain challenges.

General principles of pragmatics are profoundly studied in the research works of I.P.Susov, G.Leech, S.Levinson, N.D.Arutyunova, E.E.Paducheva, et al. There are a variety of classifications presented in relation to pragmatics in the available theoretical literatures, but all of them are grounded on the general concept defined by Ch.Morris that states - “one of the main features of a linguistic sign is the expression of the speaker-listener relationship”.

Consequently, linguistic pragmatics studies all linguistic phenomena related to the “linguistic sign - its user” chain. The object of his research includes complex issues such as the subject of speech, the listener (recipient), their interaction in the process of communication, the impact of the speech situation on these relationships. It is recognized in all studies that the most important concept of linguistic pragmatics is the human factor.

A.D.Schweitzer states, “It can be assumed that a report prepared by a scientist for international conferences may be delivered differently to his other colleagues abroad by someone who is not a representative of the same scientific school” [Schweitzer A.D. Translation and linguistics. - M., 1973.]. This does not mean that the message differs qualitatively, but the language tools used by the author differ depending on different communication conditions. Texts have different pragmatic potentials. According to V.N.Komissarov, pragmatic potential is “the ability of the text to create a certain communicative effect, the receptor to react pragmatically to the message, in other words, to have a pragmatic effect on the recipient of information” [Komissarov V.N. Translation theory, Moscow: Vysshaya shkola, 1990. - 256 c.].

The need to rework the pragmatic potential of the original and the effect of the desire to exert the desired effect on the receptor the course and outcome of the translation process is called the pragmatic aspect of translation. It is well known that each statement is created to have some communicative effect, so pragmatic potential is an important part of the statement content. This leads to the conclusion that his pragmatics also plays an important role in the text of the translation. Therefore, the interpreter will need to be able to achieve the desired effect on the receptor by reworking or modifying the pragmatic potential of the original, depending on the purpose of the translation. Therefore, the study of the pragmatic aspects of translation is one of the main tasks of translation theory.

Linguists define the concept of “pragmatics” as follows: “Pragmatics is a branch of linguistics and semiotics that explores ways in which context contributes to content. Pragmatics encompasses the theory of speech acts, speech implications, interactive speech, and other approaches to language behavior in philosophy, sociology, linguistics, and anthropology. In this sense, pragmatics explains how language users can overcome apparent ambiguity, as meaning depends on the style, place, place, and time of each uttered sentence.

The structure of the text determines the nature of perception, but the outcome of understanding the text is not strictly programmed by the author of the text: the nature of comprehension and especially interpretation of the text depends on a number of internal, subjective factors. These translations usually comprise:

- Social status of the listener;
- Its cultural level, the degree of integration into socio-cultural relations);
- Knowledge of spoken language;
- Personal sensitivity;
- Previous experience;
- Joining the culture, etc.

In the process of interpretation, a pragmatic adaptation of the speaker's speech is made, that is, certain changes are made to the socio-cultural, psychological and other differences between the speaker and the listener. In the translation process, different systems are compared as well as different cultures are compared. The pragmatic factor is one of the most important factors in determining the amount of information to be transmitted in a translation, rather than how the translation process is carried out. The contradiction between these two trends: the explication and

impact of information. Taking these trends into account is important to understand the essence of pragmatic adaptation.

Recapitulating the above stated, it can be inferred that pragmatic adequate translation does not represent the highest level of semantics, i.e. communicative invariance, but only the optimal variant of pragmatic, semantic and stylistic adequacy.

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BENEFITS OF ROLE-PLAYS AS ONE OF THE MOST EFFECTIVE TECHNIQUES

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ABSTRACT

This article reveals the advantages of using the role-plays as the most effective techniques in learning foreign languages. Learning English may seem quite boring and uninteresting occupation, if this process is monotonous, involves one type of activity and does not motivate the student still with interest to learn English. The task of the teacher is thus to present the learning process of the student for learning English, an attempt to talk. The aim of teaching foreign language at all levels of education of the Republic of Uzbekistan is to develop the FL communicative competence of learners to be able to function in the multicultural world in everyday, academic and professional spheres.

KEYWORDS: *Role-Plays, Language Teaching, Methodology, Skills, The Levels Of Language.*

INTRODUCTION

Education is very important to learners especially to teachers. Without proper education, one gets lack of all educational benefits in his/her life. Education is the only key to success in personal and professional life, it provides us with various types of knowledge and skills. We can say that education is a continuous, slow and secure process of learning helping us to obtain knowledge. It is a continuous process starting when we take birth and ending when our life ends.

In today's global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere. With the help of developing technology, English has been playing a major role in many sectors including medicine, engineering, and education, which is the most important sphere where English is needed. Today the knowledge of a foreign language is an integral part of an educational system in Uzbekistan.

Role-play has its long history of usage because of its effectiveness. It was used in military service, psychiatry, business, and only after that, it becomes an inevitable tool in modern teaching. Role-play can improve learners speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

There are many problems of language teaching that can be identified as actual in modern methodology. One of the key points of every lesson as a process is to form and develop speaking. Because, in the light of modern curriculum ability to communicate and carry out any kinds of communication were put in focus of our education. Speaking is the delivery of language

through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

Speaking is the second of the four which are:

Listening, Speaking, Reading, And Writing.

In our own language, speaking is usually the second language skill that we learn. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves! In fact, some English learners practice speaking standing alone in front of a mirror.

Speaking can be formal or informal:

Informal speaking is typically used with family and friends, or people you know well. Formal speaking occurs in business or academic situations, or when meeting people for the first time.

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat and services like Skype. They can also record and upload their voice for other people to listen to.

According to Wikipedia English is considered to be the 7th the most difficult language in the world among the rest approximately 6000 languages. It is natural that every newbie faces a problem in the process of studying the subtleties of the language: grammar, phonetics or vocabulary. For instance, English has one of the biggest, trickiest vocabularies and spelling which is hard even for native speakers. Idiosyncratic spellings mean that it is often difficult to spell an English word based on how it sounds, which impedes the learning process. In addition, different nationalities have problems with various aspects of English pronunciation and it's impossible to guess the pronunciation from the spelling because of silent letters and nuances of reading. This list of difficulties can be endless and that is why teachers do their best to solve them.

Hiep (2005) states that CLT is based on the work of Sociolinguists, particularly that of Hymes (1972). Hymes (in Hiep, 2005) asserts that an effective use of the language is not just all about knowing a set of grammatical, lexical, and phonological rules, but learners have to develop communicative competence. Hymes (in Hiep, 2005) says that communicative competence refers to the ability to use the language appropriately in a given social encounter.

The National Capital Language Resource Center (2004) defines communicative competence as the ability to use the language correctly and appropriately to accomplish communication goals. Troike (in Sociolinguistic) adds that communicative competence involves the knowledge on what to say to whom, and how to say it appropriately in any given situations. It is also understood that communicative competence implies knowledge and expectation of who may or may not speak in certain settings, when to speak and stay silent, whom one may talk to, how one may speak to persons with distinct statuses and roles, including non-verbal behaviors.

Cook (1989) asserts that senders and receivers need to be specified for students. Van Ek (in Cook, 1989) emphasizes that language courses should specify social roles and psychological roles students need to deal with. Others are settings, topics and language functions.

Berns (in Savignon, 2007) stresses that communicative competence requires understanding of the sociocultural contexts of language use. Canale and Swain (in Beale, 2002) define communicative competence in terms of the underlying systems of knowledge and skill required for communication. According to the SIL International journal (1999), there are two aspects of communicative competence: the linguistic aspects and the pragmatic aspects.

At the level of language theory, CLT has a varied theoretical base which identifies that language is a system for the expression of meaning; that the primary function of language is for interaction and communication; that the structure of language reflects its functional and communicative uses; that the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse (Canale in Beale, 2002).

The implication of the aforementioned discussion on principles, theories underpinning the CLT approach is that, it gives language teachers a direction in making proper decisions in the teaching and learning process. It is clearly presented that CLT calls attention to communicative competence and its underlying aspects as goals in language teaching. The theoretical framework designed in Fig. 1 is reflected in the discussions presented under this section. The framework has the following components: Language Teaching/Learning principles and theories, communicative competence and its aspects, and communicative language teaching as the participatory approach. This study adapted Chris Conley's framework on conceptualizing content. The framework is shown in bidirectional arrows, which indicate the interrelatedness of each component with other components. It is presented in view of CLT and its theories.

According to Wikipedia, a **role-playing game (RPG** and sometimes **role playing game**) is a game in which players assume the roles of characters in a fictional setting. Players take responsibility for acting out these roles within a narrative, either through literal acting or through a process of structured decision-making or character development. Actions taken within many games succeed or fail according to a formal system of rules and guidelines.

There are several forms of RPG. The original form, sometimes called the *tabletop RPG*, is conducted through discussion, whereas inplaying games(LARP) players physically perform their characters actions. In both of these forms, an arranger called a game master (GM) usually decides on the rules and setting to be used, acting as referee, while each of the other players plays the role of a single character.¹

So, let us begin with the words from the abstract of A. Dorothy "Second Language Acquisition through Task-based Approach - Role-play in English Language Teaching" where she says: Language teaching is not just about teaching languages, it is also about helping students to develop themselves as people. So what can we do to ease the process of learning English? How can we speed up students fluent speaking?

One of most popular and common among teachers methodic is TBLT. Task- based language teaching (TBLT) proposes the use of tasks as a central component in the language classroom because they provide better contexts for activating learner acquisition processes and promoting second language learning. Task-Based language teaching has attracted the attention of second

language learning which was coined and later developed by second language researchers and educators in reaction to other teacher-dominated, form-oriented methods. Role play is a technique in which students are presented with a real or artificial environment and they are exposed with some kind of case or situation and they need to exhibit the same in form of roles.

Among the recent innovations in the field of second language teaching, task- based language teaching is probably the most promising and productive one, the one which has drawn much attention from both second language teaching profession and second language researchers. Task is "...an activity which involves the use of language but in which the focus is on the outcome of the activity rather than on the language used to achieve that outcome."²

Role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive. Role play is very important in teaching English because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. According to Stephen D. Hattings based on his observation in the conversation class, the role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill.

Why use a task-based approach?

1. Tasks can be easily related to students' real-life language needs.
2. Tasks create contexts that facilitate second language acquisition (i.e. an L2 is best learned through communicating).
3. Tasks create opportunities for focusing on form.
4. Students are more likely to develop intrinsic motivation in a task- based approach.
5. A task-based approach enables teachers to see if students are developing the ability to communicate in an L2.

The first role-play was conducted, probably, in Ancient Greece, whereas scientists suppose, a master teaching a pupil, said to him: „Act as if I am a customer and you are serving me". The pupil played his role. The master played his role like a would-be-customer. When they discussed their roles afterwards, play was used as method of instruction (Corsini, Shaw & Blake, 1961). Furthermore, such kind of techniques were used in psychiatry in a scientific way. In 1946 Moreno created a sociometric measure, a technique that studies interpersonal attraction and group membership in institutional settings (e.g., reform schools). He used role-play for psychiatric objectives. These plays are known under the names of psychodrama and sociodrama. Role-play long has been a common training method even among military branches, emergency response groups, and every companies where quick decision-making is highly valued. Currently, the educational use of role-play became more and more widespread. During the 1970s and 1980s the use of role-play increased even further and role-play is now common-place in university curricula, business, and industrial training programs.³

Richards and Rodgers (1986) examine three theoretical views of language: structural, functional and interactional. The role playing/simulation method follows from the interactional view. This

view "sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between

Individuals..... Language teaching content, according to this view, may be specified

and organized by patterns of exchange and interaction or may be left unspecified, to be shaped by the inclinations of learners as interactors." (Richards and Rodgers, 1986, p. 17).

Role playing/simulation clearly promotes effective interpersonal relations and social transactions among participants. "In order for a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves" (Jones, 1982, p. 113). To fulfill their role responsibilities, students must relate to others in the simulation, utilizing effective social skills.

Christopher and Smith (1990) show how language teaching content in simulations may be either specified or left unspecified, by distinguishing between "convergent" and "divergent" models. When the convergent model is used, the patterns of exchange in the simulation are specified. When the divergent model is used, the patterns of exchange are left unspecified. A few of the specific

Roles are given in detail Roles have no constraints.

The organizer processes the action. No formal steps or sequences.

Focus on "what will happen?" Focus on what the players do.

Communication, active involvement, and a positive attitude, the simulated "real life"

Problems help students develop their critical thinking and problem solving skills.

Sadow (1987) gives an interesting example of student and teacher activities in

a simple role play. The teacher tells the class that they are extraterrestrials who, for the first time, are coming into contact with earthly objects such as toothbrushes, watches, lightbulbs and keys. Without reference to human civilization, the participants must draw conclusions about the objects' function. This role play, or similar creative, imaginative activities, will stimulate students to use their imagination and challenge them to think and speak as well.

In more complex simulations the activities of the teacher may be more detailed and student activities may be more defined. The teacher might, for example, explain a handout or have the students read a case study defining the situation, and role play cards (which describe the role which the student is to play) might be distributed. Such simulations can be applied to teaching language in many areas, such as technical English (Hutchinson and Sawyer-Laucanno, 1990), business and industry (Brammer and Sawyer-Laucanno, 1990), and international relations (Crookall, 1990). Indeed, Pennington (1990) even includes role playing/simulation as part of a professional.

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STRUCTURE OF E-FOOD SUPPLEMENT AND ITS PROPERTIES

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ABSTRACT

This article discusses the compounds of nutrients E and their chemical composition. It also provides information about the beneficial and harmful properties of E. Another potent additive is E 952 - cyclamic acid and its sodium, potassium and calcium salts. It includes sweets, sodas, confectionery, chewing gum, sauces, dairy products, breads and baked goods, and more. As a result, about five hundred different additives are used in the food industry today, and the number of them mixed is many times greater.

KEYWORDS: Food Coloring, Sulfur Dioxide, Tartrazine, Carcinogenicity, Allergic Reaction, Prohibited Additives.

INTRODUCTION

We know that today scientific and technological progress gives us incomparable opportunities. At the same time, among other things, the reforms taking place in the world and in our country are taking place during the development of science and development. A person deliberately ignores the conditions created by nature for a healthy lifestyle. In the modern world, a rapidly developing industry has been created for storing food, increasing shelf life, processing and significantly changing everything that people have grown by their own labor or received from nature. That is, canning, flavoring, coloring, changing the taste of products, increasing the amount of flavoring substances.

In the 50s of the last century, the industrial production of sodium glutamate was launched. Initially, it was added to low-quality products and minced meat, which lost its original taste and was repeatedly subjected to prolonged freezing. Later, fish, chicken and meat products, canned food, sausages, soups, bouillon cubes, chips, fast food, convenience foods were added. These preservatives originally consisted of salt, sugar, and vinegar. Asian vegetables and tropical fruits such as turmeric and saffron root were used as dyes. Also, preservatives E 200-299 currently protect the product from microbes and fungi, extend its shelf life, and E 300-399 serve to protect products from oxidation. E 400-499 also provides a normal consistency of the product, while thickening additives increase their viscosity, and nutritional additives such as E 500-599 are made from two different liquids that do not absorb into each other, such as water and oil. similar mixture. In addition, E 250, a compound called sodium nitrate used in the meat and sausage industry, has been shown to prevent the development of a dangerous disease - botulism, although less safely. Another potent additive is E 952 - cyclamic acid and its sodium, potassium and calcium salts. It includes sweets, sodas, confectionery, chewing gum, sauces, dairy products, breads and baked goods, and more. Sodium cyclamate is a synthetic sugar substitute. It is thirty times sweeter than its "friend" - sugar beets, and in combination with other artificial substances -

even fifty times more. The component does not contain calories, therefore it does not affect the glucose in the human blood, does not lead to the appearance of extra pounds. The substance dissolves well in liquid, has no smell. Therefore, they were excluded from the production of sugar on the spot, and it turned out to be a strong carcinogen. E 120 - carminic acid (currently this work is harmful, but doctors strongly recommend avoiding it) Nutrient compounds E 124, E 127 and E 129 are strong carcinogens, so red food colors may be banned in a number of countries. These also include E 155 (brown dye) and E 180 (ruby ritol). In addition, E 220 - sulfur dioxide - should be used with caution in people with renal insufficiency. E 102, i.e. tartrazine causes asthma attacks and is also banned in several countries. Yellow dye E 110 should be added to the number of prohibited additives, as it provokes an allergic reaction and negatively affects the activity of the intestines and stomach.

Food additives are synthetic chemicals or natural substances that are never spontaneously consumed, but only add taste, texture, color, smell, shelf life, external to food, introduced to impart certain qualities, such as appearance. Recently, much has been said about the expediency of their use and its effect on the body. An example of this is the use of sodium nitrate in the food industry. Industrial use of sodium nitrite In 1906, its positive properties in the production of meat products were revealed and it was first approved as a food additive. Sodium nitrite is highly toxic. The lethal dose for humans ranges from 2 to 6 grams, depending on body composition. Improper use of food additive E 250 in the production of food from meat or fish can lead to serious poisoning, so sodium nitrite is used in combination with table salt.

Scientists came to this conclusion after analyzing all available studies and publications on the use of the E 250 additive, as well as more than a century of experience in the use of sodium nitrite in the food industry. Sodium nitrite is an important food additive for the meat industry. However, this does not mean that foods containing nitrites and nitrates should be completely excluded from the diet (these substances are found in small quantities in tomatoes, potatoes and many other vegetables and fruits), the addition of E 250 additive gives them a more juicy taste. red color gives Sodium nitrate E 251 gives sausages and meat products a characteristic "meat color". Food preservative E 251 sodium nitrate is used as a color stabilizer or dye. In addition, food preservative E 251 sodium nitrate can cause dysbacteriosis, cholecystitis, and severe allergic reactions. However, at present, no type of sausage can be made without sodium nitrate in its chemical composition, however, these food additives also have a beneficial effect on the human body.

Currently, it is often used to artificially improve the taste of foods and drinks, extend their shelf life and give them an attractive appearance. It is true that such additives have been widely used in the food industry for many years as preservatives and colorants.

Initially, such preservatives consisted of salt, sugar and the familiar vinegar. Today, with the development of the chemical and food industries, there are countless additional products that can be used in place of synthetic spices. According to industry insiders, it is impossible not to use such tools in the production of products with a long taste and attractive appearance. As a result, about five hundred different additives are used in the food industry today, and the number of them mixed is many times greater. The extent to which artificial ingredients or integral nutritional supplements affect the human body is currently one of the most pressing consumer concerns. It is used in the production of long-term stored sausages, meat products and canned food. Compounds with codes E 231 and E 232 can cause tragedy on human skin. Additives for

meat and confectionery. Dyes and preservatives with indices E 126 and E 127 disrupt the body's immune system, which fights diseases. As a result, the natural intestinal microflora is damaged, which leads to metabolic disorders, decreased liver function and, ultimately, to the development of oncological and cardiovascular diseases. Antioxidants with codes E 300 and E 399 slow down the oxidation process in oil-fat emulsions. As a result, the oils do not react and do not change color over time. Additional code E 311 can lead to allergies and asthma attacks. Additives E 320 and E 321 increase the level of cholesterol in the body.

E300 - ascorbic acid, it is also vitamin C, improves immunity, improves skin condition. E 320 - lecithin - supports the immune system, improves the quality of bile and blood formation processes. E 916 - Calcium-iodine is used to fortify foods with iodine. The most common dietary supplement, curcumin, or E 100, is a substance that helps control weight and is widely used by people who exercise regularly.

TABLE. 1 GENERAL INFORMATION ABOUT SOME COMPOUNDS

Recommended dietary supplements	Food supplements you can take	Food additives harmful to health
E101, E160, E182, E200, E270, E299, E300, E322, E399, E400, E499, E500, E599, E600, E699, E900, E916, E918, E999.	E102, E110, E120, E124, E127, E129, E155, E180, E220, E250, E323, E328, E365, E409, E418, E467, E480, E521, E535, E541, E622, E629, E640, E906, E926, E943a, E1001, E1105, E1503, E1521.	E103, E105, E121, E123, E125, E126, E130, E131, E142, E152, E171, E173, E210, E213, E217, E221, E226, E240, E311, E313, E320, E322, E330, E338, E341, E407, E447, E450, E461, E465, E466, E943b, E1000, E1504.

E 101 is a popular vitamin B2 that is known for its hemoglobin synthesis and is involved in metabolism. These include E 160-lycopene, which helps strengthen the immune system. E 270 is a powerful antioxidant widely used in pharmacology. Compound E 916, that is, calcium iodate, is also used to enrich the product with iodine. We must not forget about E 322-lecithin, because it is also widely used and used to increase immunity, enrich the blood with macro- and microelements.

Therefore, avoid bright, unnatural colors. They may contain many dyes and preservatives. Pay special attention to natural products, cereals and cereals, legumes, yogurt, as well as vegetables and fruits. Does not contain harmful and dangerous substances. To stay healthy for a long time, try to avoid foods containing harmful food additives - food additives "E".

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**COMPARATIVE ANALYSIS OF THE NOUN PHRASEOLOGICAL
UNITS IN THE POEMS "TUHFAT UL-AHROR" BY JAMI AND "HAYRAT
UL-ABROR" BY NAVAI**

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ABSTRACT

In Uzbek linguistics, A. Nurmanov for the first time raised the issue of modeling on the example of syntactic units of the Uzbek language. He argued that the starting point for a systematic study of syntax should be the syntactic model. A generalized structural scheme realized through real sentences is a syntactic model. There are two principles for defining syntactic models: the first is to determine the minimum structure sufficient to be a predicative unit; the second principle is to identify the structural elements that serve to ensure not only grammatical integrity but also semantic completeness. Phraseological units can also be syntactically modeled.

KEYWORDS: *Human Society, Dictionaries, Poetry, Beneficial Relations, Syntactic Relationship, Explanatory Dictionaries, Phrases.*

INTRODUCTION

Each language contains information about the social, political, everyday, cultural, economic, historical, and many other aspects of society. Through all the authoritative sources created throughout the history of mankind, we get an idea of the stages of development of human society to date. By studying the creative heritage of Abdurahman Jami and Alisher Navoi, we are laying the groundwork for the further development of cultural relations between the Persian and Turkic-speaking peoples who have lived side by side for centuries.

Over time, certain changes in different levels of language have made it difficult to read classical literature. The creative heritage of Abdurahman Jami and Alisher Navoi has been studied by many linguists, and explanatory dictionaries of words used in the works of the writer are complex and difficult for today's reader to understand. To date, new approaches based on innovative technologies have emerged in the study of the work of these writers.

In particular, concordances, frequency dictionaries, monographs, and published articles based on Abdurahman Jami's poetry collections and Alisher Navoi's Hamsa epics published in our country in recent years can serve as evidence of our opinion.

All these studies are aimed at raising the awareness of young people, strengthening ties with the world community, in this regard, President Shavkat Mirziyoyev said in an address to the Oliy Majlis on December 28, 2018: "As a reliable partner in international relations The international prestige of our country is growing. "Uzbekistan considers it important to develop practical and

mutually beneficial relations with neighboring countries in the region, as well as with Turkey, India, Pakistan, and Iran."

Language and culture play an important role in the development of interstate relations. The study of the creative heritage of classical writers plays an important role in the development of mutually beneficial relations and the development of cultural ties with Persian-speaking countries, including Iran, Afghanistan and Tajikistan.

Given that the language of classical works is becoming increasingly difficult to read and understand for the present generation, it is important to study the language units in classical works.

Phrases, for example, are a lexical unit, and most of the figurative words and phrases used in a work are the inventions of the authors. The study of the associative field in the poet's works helps to correctly and deeply interpret the lexical, emotional, connotative and sacred (Irfan) meanings of the words and phrases used in the text of the work.

Research has shown that in Persian phrasal verbs, the semantic center is divided into noun and verb phrases according to which grammatical category they belong to¹. The syntactic structure of noun phraseological units is equivalent to a free compound, consisting of words belonging to two or more noun phrases, and differs from free combinations by its phraseological properties. Noun phraseological units can be divided into substantive, adjective and adverbial categories according to their paradigmatic features.

In order to identify the specific features of noun phrases, we first performed a structural analysis based on models of syntactic relations. In Uzbek, there are two types of relations that connect parts of speech. They are equal connection and dependent connection.

When an equal link is connected by counting tones or by conjunctions, the subordinate clause enters into a syntactic relationship by means of agreements or by means of concatenation. In Persian, there are several forms of relational forms, including auxiliaries (pure auxiliaries, noun auxiliaries), connectives, and conjunctive forms. In order to better understand the laws of phraseology, it is useful to model them based on the forms of syntactic relations.

Most of the research on phraseology in modern Uzbek is based on the research of Shavkat Rakhmatullayev. Shavkat Rakhmatullayev considers phrases as a linguistic unit in terms of expression and content. "The expressive aspect of phrases is understood as the linguistic units from which they are originally composed.

A phrase is formed by the semantic-syntactic connection of two or more lexemes and the discovery of a generalized metaphor."

The scholar analyzed the expressive aspect of phrases in modern Uzbek and grammatically classified them and came to the following conclusion: the placeholder also belongs to the internal grammatical structure of the phrase.

The morphemes that are added in connection with the use of a phrase in speech are not part of its expression." Rakhmatullayev defines the boundaries of phrases in a broad sense and studies units that are syntactically equivalent to a compound and a preposition.

Phrasal verbs include verb phrases and, in part, proverbs and aphorisms². The structural and spiritual analysis of noun phrases in the epic "Hayratul-abror" involves the following sequence of work:

- 1) To compose a concord of noun phrases in the form of a compound in the work.
- 2) Component analysis of the composition of the collected noun phrases. Turkic languages are typologically agglutinative languages. From this, it can be said that the basic grammatical categories are made up of appendices.

The syntactic devices that connect words together are called formative affixes. To study the form-forming tools in the language of the work and analyze the structural models of phrases based on them.

- 3) Nominative and analysis of phrases in the work based on the content of bytes.

During its centuries-long historical development, the Uzbek language has enriched and improved the content of the dictionary at the expense of its own internal resources.

According to this law, new words were created on the basis of their own layers, the existing word meanings were expanded, some words were given additional tasks, the literary language was changed from folk dialects to different periods, as needed words were accepted. Internal resources are an important basis for enriching the vocabulary of the Uzbek language. However, no language in the world is internal

Just as the Uzbek language does not rely only on its own resources, its own words, its own richness and capabilities are not enough. An external source plays an important role in enriching and improving the content of the Uzbek language dictionary. In general, no language can live without purity.

It is natural for different languages to interact in different historical contexts. This attitude is especially evident in the development of related languages in its vocabulary may leave traces.

For this reason, there are two laws that are common to changes in the vocabulary of all languages in the world, including Uzbek:

- 1) Replacement of the old with a new one;
- 2) Take words from other languages.

This means that the vocabulary of the Uzbek language has two sources in its development relies on:

- a) Internal source;
- b) External source.

This means that the words in the lexical structure of the Uzbek language are not genetically related only to the lexicon of the ancient Turkic tribes (all-Turkic words).

In addition to its own layer of words, it also contains words borrowed from other languages at different times.

The influence of other languages on the Uzbek language is reflected in two important events:

1. When accepting words from Uzbek into a foreign language.
2. In adapting foreign words to Uzbek.

The entry and assimilation of words from one language to another is not just a simple process, but regularity associated with complex linguistic and socio-historical conditions. To learn a language, you need real conditions. Such conditions are the interaction of languages, that is, the relationship between languages.

Modern Uzbek language has gone through historically complex stages of development and formation. Uzbek is a number of sister languages, as well as foreign languages in the era of tribal and tribal languages, vernacular, national language and the language of the social nation.

In contact with the language of the Turkic tribes and clans has been in contact with the Iranian languages that have existed in Central Asia since ancient times. It is a local language belonging to the group of Iranian languages spoken in Central Asia, including the territory of present-day Uzbekistan spoken in dialects.

It was the language of the Iranian tribes - tribes, peoples - Sogdians, Saks, Massagets, Bactrians, Parthians, Parikans, Khorezmians and others. Greek was also used in the ancient kingdom of Bactria, as well as a mixture of Greek and Iranian languages.

There was an ancient Khorezmian language in Central Asia, including modern Uzbekistan, which had the character of an Iranian language.

There was a certain connection between this language and the local Turkic languages of that time. There is evidence in historical sources that the Khorezmian script was widespread in the VII-VIII centuries and earlier.

It is known that in the XIII-XIV centuries the people of Khorezm spoke two languages - Turkic and ancient Khorezm. The ancient Khorezm language was absorbed into the Uzbek language in the 14th century.

In modern Uzbek, phrases are connected in two different ways: equal and subordinate. In equal conjunctions, one word is not subordinate to another and is connected by equal conjunctions or counting tones. There are different types of control, adaptation and adhesion. In this case, one word in the compound is subordinate to another, that is, one word interprets the other.

The words in a phrase cannot be divided into subordinate and dominant parts. Because a phrase represents a whole meaning and has a place in dictionaries as a separate language unit, and phrases are not given in dictionaries.

In the composition of the phrasal verb, we can also meet the function of connecting the form-forming means. However, these tools are used repeatedly as a constant component of the phrase without any changes in speech.

For example: stone road (phrase - definite article) - white road (phrase), main street (phrase - definite article) - main street (phrase).

On the basis of the epic, a concord of 288 noun phrases was formed and their composition was analyzed as a component. It was found that the words in the phrases were combined in the

conjunctions, conjunctions, auxiliaries, adverbs, and conjunctions. Phrases were grouped on the basis of conjunctions and analyzed structurally and semantically.

Based on the classification proposed in the monograph "Phraseology of the Persian language" by Y.Rubinchik, the phrases in the work "Hayratul-abror" were divided into models according to the means of interconnection of words.

Materials and methods

The subject of this article is the noun phrases in the epics Tuhfat ul-ahror and Hayrat ul-abror, and the subject of research is a comparative analysis of the structural and spiritual system of these phrases.

Literature Review

In this article, we have reviewed the creative heritage of Abdurahman Jami and Alisher Navoi and linguistic research in Uzbek, Russian, Persian and Tajik on the study of Persian and Uzbek phrases and come to the necessary theoretical conclusions. . Among them, the research of A.Nurov, S.Majitova, A.Quronbekov, Y.Rubinchik and Sh. Rakhmatullayev served as the theoretical basis of our dissertation.

The main sources for the collection of phrases were the scientific-critical text of the epic "Tuhfat ul-ahror" edited by H.Tarbiyat and the scientific-critical text prepared in the framework of the study "Concordance of the epic" Hayrat ul-abror "by Alisher Navoi"

Results

L.S.Peysikov believes that the meaning of phraseological expressions goes beyond syntax and should be studied in the context of lexicology and phraseology. According to him, "Phraseological idioms differ in content and form. Like all phraseological units, they are ready to be used in speech. Their content is not understood from the quantitative point of view but is idiomatic.

Therefore, they do not have a lively syntactic relationship that is typical of free expressions. They have an old suffix, which is not an expression of the form of the relation that connects the phrase. For such phrases, the concept of form loses its relevance because "the method of conjugation between words loses its significance due to 'rigidity' and the ideological reorganization of meaning."

This means that the suffix in the phrase is indistinguishable, and the phraseological suffix represents a whole lexical meaning. They can name different concepts and phenomena, persons and objects, signs and features, and other concepts as a whole³.

An analysis of the phrases in the epic Tuhfat ul-ahrār revealed that the phrases in the isophytic model formed the main part of the collected material. For example, consider the following examples:

جنبش حيوان شده بعد از نبات 3/50

گشته روان در گلش آب حیات

After the plants, the animal came to life

The water of life came out of his throat

In this verse we can see that the phrase "حیات" [ābe hayāt] is used to mean "water of life". It can be said that the two words belonging to the noun family were connected by the addition of izofa to create a new meaning.

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ل موج کرم برگرفت

دامن ساحل همه گوهر گرفت

Cabbage waves have risen in the ancient sea

The whole beach was filled with pearls

This verse is taken from the 15th article of the work, in which the poet wrote about those who spent their youth in vain. The verse can be understood as follows: "The color of your black hair began to turn as white as the color of the morning", and the next verse intensifies the irony by saying: So the phrase «تباشیر» [tabāšīr-e sobh] in this verse, the word «صبح» [tabāšīr] in the phrase "تباشیر" is defined in the Dexhudo dictionary as follows:

«تباشیر. [تَ] (ا) چیزی باشد سفید که از میان نی هندی که بابانس و بنبو گویند برآید. (فرهنگ جهانگیری) (فرهنگ رشیدی). چیزی باشد سفید رنگ مانند استخوان سوخته و آنرا از درون نی هندی برمی آورند که بنبو باشد. (برهان). نام داروی سردمزاج که آنرا بهندی بنسلوخیا گویند. (شرفنامه منیری)....»

This byte is part of an article on poets and their rhyming skills, which can be described as follows: "their smoking and mining" refers to the effort to choose the words that are the material of the poem. The life of a poet is like searching for a unique word in the world of meaning for a poem.

In his poem "Their Journey to the Starry Sky", the poet points out that the source of inspiration is in the sky. While writing poetry may seem like a journey into a fantasy world, choosing the right words and rhyme can be like digging a hole.

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بیهده گفتار تو در مدح کس

نقش بر آب است و گره بر نفس

«نقش بر آب» [nayš bar āb] "Pattern in water", "useless work"

«گره بر نفس» [gereh bar nayš] "Pattern embellishment", "extra embellishment"

We can see that both phrases are represented by the preposition "بر" [bar]. Analyzing these phrases, the "آب" is unimaginable, unless the water is frozen. However, given that the terms "ice" and "good" are not expressed by the Persian word "آب" [āb], the poet uses the art of irony to point out that it is inappropriate to praise in vain, saying that it is a pattern on the water. Water has neither shape nor color. It is impossible to draw a line on the water, let alone draw a line.

Even if we say that the drops falling on the water when it is raining are a pattern, it is an instantaneous event, and after a few seconds, we can see that the water has returned to its original state. So the phrase "pattern on the water" is figuratively meaning "unnecessary action." The next phrase is also a phrase in the propositional model. «گره بر نفس» [gereh] in the phrase [gereh bar nayš] is a plural word meaning "wrap", "bond", "silence", "hard work", Represents the meaning of "playing with hair". Based on the content of the byte, we have chosen the word to mean "beautiful", "quiet". You can also see the movie in this phrase. When we think of a pattern, we think of a beautiful and quiet picture. It's a bad idea to paint it over and over again.

In the ancient Turkic language, the verb is defined as follows: Under the agreement, the noun will be questioned. For example, who ? to whom? from whom? The answers to these questions will be added to the agreement. " The noun does not participate in phrasal verbs as a grammatical category but as an integral part of the phrasal verb⁴.

The category of agreement is one of the main laws of Turkic languages. During the historical development of the language, the internal laws of our language have changed, and its number has sometimes changed. No matter how many of them are mentioned in modern linguistics, the category of consonant exists in the Turkic languages from the nose and will continue to do so. The suffix in the Uzbek language can be added to a group of nouns. The number of agreements in the ancient Turkic language was seven. In phrases

The phrase "Love Noun" is one of the most common phrases in the epic Hayrat ul Abror. It should be noted that the word "love" is connected to the word "noun" by an indefinite article, and the components of the phrase are in the model. The word "love" is derived from Arabic and means "love" in Turkish. We analyze this phrase semantically based on the content of the byte.

In the Persian language, we can see that the words that make up the phrases in the conjunctive model are connected by equal conjunctions. They are sometimes confused with copulative conjunctions.

Copulative compound words are often derived from words that are not lexically-semantically or syntactically independent شلوپ- شلوپ or one that does not have an independent meaning and the other does not have independent meaning components) (present and past tense bases of the verb گفت و گو "conversation", "dialogue" are constructed, in some species only independent components are found حمل و نقل. The units in the phrases of the model combined by means of copulative or equal conjunctions are characterized by the fact that they retain a separate lexical meaning. Frazems in such a model is very rare during our study.

34/15

بانگ حدی بشنو و صورت درای

شو چو شتر گرم رو و تیز پای

Bell rang and a ghost appeared

A camel with a crescent moon shining like that

In our analysis, we looked at phrasal models that are structurally integrated into adverbs, prepositions, and conjunctions. We have seen that they represent a whole concept in terms of meaning. Although the structure of the phrases is connected by forms of syntactic relations, they have already come into a single form with the phrasal verb.

The purpose of studying and modeling phrases is to define the boundaries of the phrase. Among the examples we have collected, we have seen that most of the phrases consisting of at least three units are connected by means of mixed syntactic relations, and we call this model phrases connected by means of different forms.

We encountered phrases consisting of three or more units only in the analysis of the chain model. It should be noted that the phrases in the model combined with the various formative devices under analysis now consist of at least three lexical units, but the phrases in this model are also rare in the epic Tuhfat ul-ahrār.

IZOFA + BINDER model

«مبدع نوی و کهن»[*mobde-ye novīy-o kohan*] "Eternal creator"

The study of the creative heritage of Abdurahman Jami and Alisher Navoi can be divided into 3 periods, which include:

1. The period before the Arabic script was changed. This period covers the period from the creation of the works of both writers to about 1930-1940. Its uniqueness lies in the fact that during this period the works were studied in the text, and special principles of copying were developed. It was also during this period that dictionaries of difficult-to-understand words were compiled for the works of both writers.
2. The period of the former Soviet linguistics. The period beginning with the establishment of Bolshevik rule in Central Asia covers the period before independence. While the negative effects of this period can be seen in the fact that the exchange of the alphabet has dealt a severe blow to the study of national languages and their literary monuments, as well as ideological restrictions, it is appropriate to list the positive aspects. During this period, a school of theoretical linguistics based on strict principles emerged, and it can be acknowledged that the entire intelligentsia of the Union worked together.
3. The period of independence or the period of innovative approaches in linguistics and the study of classical sources. Although this period developed in our country much later than in world linguistics, it began to show its first achievements. In particular, the concord of Alisher Navoi's "Khamasa" epics is proof of our opinion. Despite the many shortcomings in this area, we believe that such research is very relevant today.

A linguistic study of the epics *Tuhfat ul-ahror* and *Hayrat ul-abror*, two of the brightest examples of our classical literature, has shown that the lyrical text consists mainly of two-component phrases. As part of our research, we chose to define the object of phraseology in a narrow sense.

Firstly, the fact that only noun phrases were studied narrowed the scope of our study, and secondly, it was useful for us to study phrasal verbs that are equivalent to the verb in question within a series of verbs. However, our future research will also include the analysis of verb phrases.

TABLE 1. ANALYSIS OF NOUN PHRASES

	"Tuhfat ul-ahror"	"Hayrat ul abror"
Total number of noun phrases	146	289
Phrases in izofa and izofa compound models	128 (87%)	185 (64%)
Phrases in the auxiliary and case conjugation model	2 (1.5%)	42 (15%)
Phrasal verbs in the compound pattern	2 (1.5%)	2 (1%)
Phrases in a complex model	14 (10%)	33 (10.38%)

One of the achievements of this article is the development of syntactic models of phrases. A comparative analysis of the phrases in the epics *Tuhfat ul-ahror* and *Hayrat ul-abror* revealed that more than 85% of the phrases in the lyrical text were two-component phrases. At the same time, although in modern Uzbek izofy compounds are interpreted as a single word, in the language of Navoi's works izofay served as a tool for creating a living form of syntactic relations.

Before classifying the phrases in the epics "Tuhfat ul-ahror" and "Hayrat ul-abror" into thematic groups, it is expedient to analyze the structural and semantic analysis of each phrase selected in

the study, as well as to determine their semantic content. . We have identified this work as a task for our future research.

The study of the associative field of phrases in the epics "Tuhfat ul-ahror" and "Hayrat ul-abror" corrects the lexical, emotional, connotative and sacred (Irfan) meanings of words and phrases used in the text of the work. helps to interpret in-depth.

CONCLUSION

- ✚ The syntactic modeling of the phrases in the epics “Tuhfat ul-ahror” and “Hayrat ul-abror” was carried out on the basis of the forms of relations that connect the components of the phrase. The syntactic forms of modern Persian and Uzbek languages were studied and their place in the phrase was analyzed. The structural-syntactic modeling based on Rubinchik was preferred to the approach proposed by Sh. Rakhmatullayev. First, because our study was based on comparing a Persian source with a Turkic language, preference was given to structural-syntactic modeling based on Persian. Second, Yu. Rubinchik's classification was convenient in defining the object of our research and was consistent with comparing the syntactic structure of Persian noun phrases with the syntactic structure of noun phrases in Turkish.
- ✚ A comparative analysis of the suffixes in the epics Tuhfat ul-ahror and Hayrat ul-abror and the phrases in the suffix chain model shows that in the language of Navoi's works, the suffix existed as a means of forming a syntactic relation. Of the 146 phraseological units selected for analysis from the epic Tuhfat ul-ahror, 120 were found to be isophilic compounds and 8 were isophilic chains. A total of 289 phrases were selected from the epic Hayrat ul-abror, 185 of which corresponded to the model of isophilic compound. Apparently, the language in which Hayrat ul-Abrar was written had an additional compound.
- ✚ In the epic "Tuhfat ul-ahror" 2 phrases of the auxiliary compound model were identified and analyzed. In the epic "Hayrat ul-abror" 42 phrases of harmonious combination model were identified. Although auxiliaries in Persian perform a similar function to those in Turkish, it is rare to find them in phrasal verbs. In contrast, phrases in the Turkish language in the compound conjugation model are common.
- ✚ Phrases in the epics of Tuhfat ul-ahror and Hayrat ul-abror in the bricole pattern are much rarer, with two in each.
- ✚ Phrases consisting mainly of three or more components can be included in the list of phrases of a complex model. He took 14th place in the epic Tuhfat ul-ahror and 33rd place in the epic Hayrat ul-abror.
- ✚ In the epos "Tuhfat ul ahror" we found the conjugation in the noun phrases, mainly in the phrases of a complex model. Hayrat ul-Abror contains a number of phrases of this model. Since the phrases of this model did not occur separately in the first epic, it was considered inappropriate to analyze the comparative structure.

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BINAR LECTURE METHOD IN DIFFERENTIATED LITERATURE EDUCATION

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ABSTRACT

I am broken, my heart is broken, the house of my patience is low on the ground, I don't know, I'm hurt, I've never seen such pain, -wrote Alisher Navoi. Literary beauty of the emotional experiences of grief, sorrow, joy, and consolation in Navoi's interpretation is unlikely to affect the reader who is not armed with certain literary knowledge. The purification of the human soul (catharsis), one of the highest goals of great literature, is achieved through the influence of words, amazement, and involvement in beauty. Literary critics, the author himself, and teachers often talk about such a difficult process as comprehending a literary text. For some, reading a work of art is interpreted as a process of rediscovering an event, and for others, as a source of reflection. In any case, communication with the book, the work of art, in general, has its own laws.

KEYWORDS: Literature, Method, Dialogue, Author, Speech, Literary Text.

INTRODUCTION

Literary-artistic dialogue means that the author's opinion expressed in artistic speech is reflected in the reader's thinking. It is a process of personalization of content based on what is read.

The issue of literary-artistic communication in methodology is a problem with a long history. Russian Methodist scholar E.V. Perevoznaya, citing the ten basic conditions for engaging the reader in reading a literary text, acknowledges that communication with art helps the reader to discover the peculiarities of the work of art as a word art, while providing spiritual freedom, a sense of superiority.

There is no doubt that the implementation of these tasks in teaching literature has leading position. To what extent are these tasks achieved in a competency-based learning process? Is this possible in the age of education technology? How to technologicalize the process of teaching literature without losing the essence and power of the artistic word?

MATERIALS AND METHODS

Modern educational standards in the condition of a competency-based approach require a literature teacher to be effective in a variety of learning situations. This requires the literature teacher to master a certain range of specialty questions as well as “activity algorithms”.

The scientific-practical solution of this problem will help literature teachers to find answers to a certain range of theoretical questions in the context of the priority of modern technologies of the methodology of teaching literature, to enter the communicative field of connection with the future of the methodology through its history, current status and forecasting. One of the important conditions for achieving effectiveness in literature teaching is the correct modeling of the teacher's own activities. Along with mastering the basics of literature and linguistics, the main problem is the correct and consistent transfer of knowledge to a pupil.

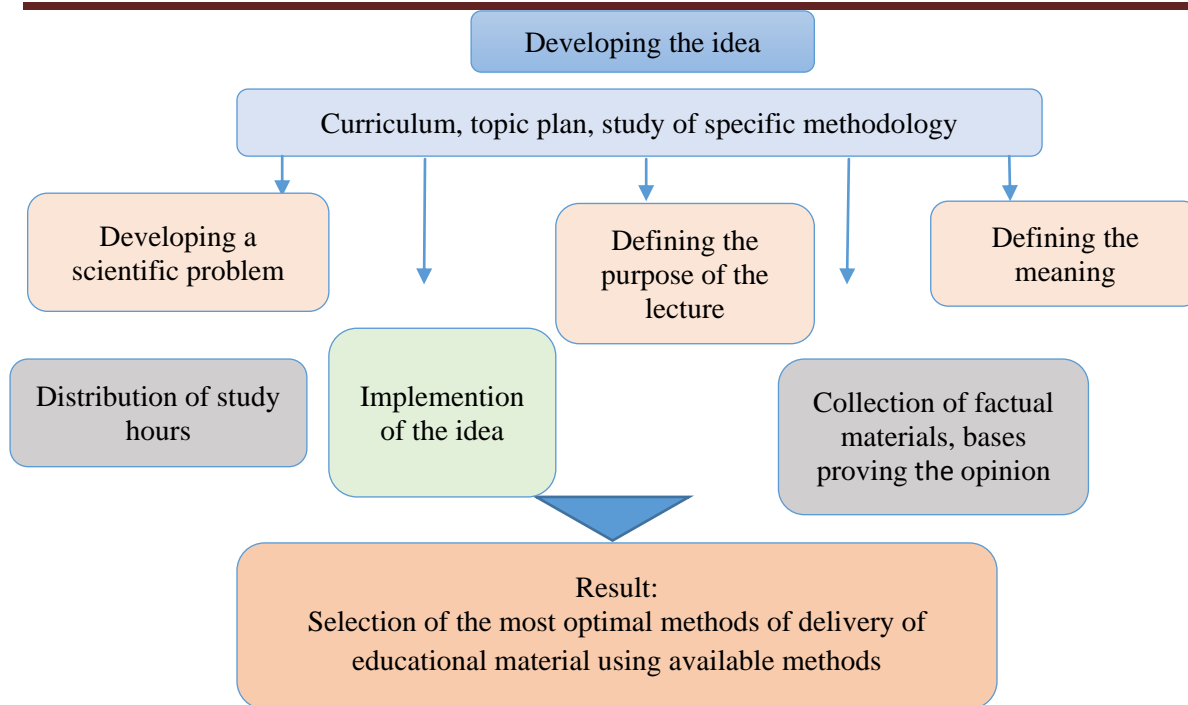
It is known that literature lessons require the development of activity algorithms of the teacher according to the nature of the material studied. Following the principles of teaching, with the development of activity algorithms in the context of communicative technologies it will be able not only to skillfully model the literature lessons, but also to guarantee the expected results with high probability. This is greatly facilitated by the binary presentation method, which can be found in a literature teacher's creative laboratory.

RESULTS AND DISCUSSION

Differentiated literature education poses the problem of working with a truly creative person, rather than with a student with simple skills and abilities. With its multifacetedness, the problem requires in-depth knowledge and a high level of professionalism from the teacher. Organizing binary lectures can be seen as a solution to this problem.

It is recommended to use the debate method, which is a part of active learning methods (ALM), in the organization of binary lectures. This method reflects the analysis of problems that are free and focused on a certain topic, the exchange of views of experts, controversial and contradictory events. The binary lecture is organized based on the interaction of the speakers - the presenter - the pupils. In this case, the presenter plays the role of the passive participant as the organizer of the interaction, the exchange of ideas, and, if necessary, the leader of the group's decision-making process.

In the methodology it is recommended to prepare for the binary lecture according to the following activity algorithm (Picture 1):



Picture 1. Teacher's lecture preparation algorithm

The process of preparing a binary lecture applies to both speakers. In our opinion, the first speaker (lesson supervisor), literature teacher himself, forms the methodological side of the topic, the second speaker (invited expert) is responsible for shaping the scientific aspects of the topic. The proposed activity algorithm assumes that tasks such as formulating a scientific problem, defining the content, gathering factual material, bases to prove the opinion are performed by the expert invited to the lecture, setting the objectives of the lecture, and allocating study hours by the literature teacher.

The problems associated with the teaching of classical literature in school literary education are one of the problems that have not lost the relevance in the methodology of teaching literature. This problem is acute in the process of teaching literature in schools specializing in philological sciences and creativity. The solution to the problem can be found by organizing literature lessons on the basis of a binary lecture.

In arts schools on the subject of "Special Literature" in the 7th grade 8 hours are allocated for Alisher Navoi's epics "Hayrat ul-abror" and "Sab'ai sayyar" and the story "Muqbil and Mudbir".

According to the program, first of all, it is appointed to provide information about the reflection of Alisher Navoi's personality in the legends of the collection "El desa Navoi", to get acquainted with such legends as "Wise merchant", "History of a matla", "Wise Alisher", "Power of the point".

In the following hours, poet's poems rose to the level of wisdom and their commentary (based on the verses from "Hayrat ul-abror" and "Sab'ai sayyar") are introduced.

Giving information on the structure of the epic "Hayrat ul-abror" the activities such as reading and analysis of articles and stories in the epic are realized. Pupils learn the content and structure of the story of Job.

Giving information about the epic "Sab'ai Sayyar" comparative analysis of the epic with the epics of the predecessors, the general content of the epic is studied. During the lesson, the story of the stranger from the Sixth Climate Road "Muqbil and Mudbir", its general content, the glorification of the feelings of courage, nobility, honesty in the story are discussed.

It is obvious that the lessons on Alisher Navoi's oeuvre are wide-ranging and complex. The organization of binary lectures in the implementation of the tasks set in the program facilitates the work of both the literature teacher and the mastery of students.

The expert invited to the binary lecture should be a Navoi scholar who has conducted research on the works of Alisher Navoi. If not a Navoi scholar, he can be a scholar of classical literature, the science of aruz. It is recommended that the binary lecture be organized to study the most complex topic of Navoi's work or a generalization lesson.

In preparation for the binary lecture, the speakers are also required to carry out work aimed at giving students a certain idea about the researchers of Alisher Navoi's work. In this case, although the information provided by the expert invited to the lecture is general in nature, it is especially important that it contains scientifically based facts. At the end of the lesson, the explanation of the study of the Alisher Navoi phenomenon as a great science, the presence of many problems to be solved despite its long history, and their stimulation of generations for scientific research, is interpreted as a motivation for students.

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THE FEATURES OF PHYSICAL CULTURE THOSE OF PRESCHOOL AGE

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ABSTRACT

This work on modern pre-school education in physical education and is dedicated to study the characteristics of children and their age. The form of the main factors of a New Year and health values, as well as recommendations for parents and teachers on the development of physical culture in preschool aged children identified.

KEYWORDS: *Physical Education, Pre-School Train Managing Health, Parents, Teachers, Caregivers, Physical Nurturing.*

INTRODUCTION

Scientific-technical progress in the age of, of course, are the changes that are taking place in our society. Quality can be assessed in terms of them not with things that are available in us - the modern man, in particular, have to learn to work with children modern. Physical education and decrease the mobility of the modern society in the field of education and physical activity is the main problem that needs to be. "Now what's going on with our children?" It is worth to give that question. Also with the change of the younger generation large age population will change. Completion of construction of our modern world modern children and ourselves, our whole society reflects. Someone themselves unique in that column is from us, the other would not stand in no special thing it was noted that out of them. But only one truth I have to admit - this children differently.

Only the child's development can not be considered as forms of himself or his altered in the first place, the surrounding social world is changing the priorities and values of society change. The theme is very topical in today's modern day children, the majority of them the "best version" of their opportunities and were called in awe. But the most important thing in their life - what happens with health? According to statistics, bad health, cognitive development is stagnant and emotional speech-irodaviy the number of children with disorders continues to grow rapidly, many children are generativ. Therefore, the task of bringing up children modern giperreaktivlikni reduce the development and concentration of possessing up carefully, tools, and experience to create the conditions for physical health should be.

Physical development – this is operated by the state educational standard. The main thing is, it changes include the child's development towards the direction specified - now basis is to create conditions for the development of the child's personal potential.

Choose us if you are interested in the future of the industry caregivers physical development of preschool, it includes the following tasks:

1. Children gain experience in activities aimed at the development of such exercise, including motorli related to the implementation of adaptation and coordination of physical qualities like;
2. The formation of the initial idea about the types of some sports, the rules of the game by open development;
3. Trust in action and self-regulation to form; the formation of healthy living tarsi values, are the basic rules of mastering it.

Pedagogical tactics to carry out the process it is necessary to set the main directions of educational work on the build.

The development of children of preschool age and physical education state educational standard of preschool education they could sign the following recipe:

1. The formation of the general culture of the child, development rights values, including values of a healthy lifestyle.
2. The child's physical development, physical education and develop the necessary physical qualities of taking his young features.

Pre-school education based on the detected direction of work before two

Build a completely new task of education is the process of interaction between adults and children for the organization of integrated education combining a holistic view of the environment plays different directions.

The following us interested in the first place: how do the results is satisfactory to admit that the activity of the teachers for the children you need to achieve any results? Easy to answer, based on the task that we lay. The final result of the education process any well-built man full of life should be a necessary component for the formation of values in child health.

Explained by the difficulty of the physical development of children of preschool age children who have problems with health and the number is growing every year. One of the reasons coming with children increased, the incidence of gipodinamiya (active movement disorder be due to the limit of the function body). As mentioned above, which is the basis for the development of the modern children's diseases is characterized by the decrease of mobility. For the same reason, causing her to excess weight and obesity are diseases which arise out of buzlishi the metabolism of various substances.

How to teach a child should I be active? First of all, it should be noted that the child's active lifestyle to the formation of not only teachers, but also related to the parents also. The health of their children in the way of development is the key. Interest to active children games physical exercise, proper nutrition, and sports you need a sample of adults to him. You as parents together with their children to visit the sections if you play football in the yard together a healthy meal ready or if such primary caregivers in the health values of the formation is accelerated. When you see the situation differently, for example, parents free time to sit on the couch, with a view television, held in the culture of the child in the family is not administered in the form of a healthy lifestyle, this makes it difficult, his physical development slows down, and the worst, may not be development in general. .

Negative consequences in children may not be qualified should approach the teacher to accelerate the development of the child's sports physical. Of course, for children of preschool age plays a very big role in this family, but you appear to other adults in his life sog'liqing the formation of value which are capable of when, this will benefit not only him. Pre-school education institutions in the context of physical education and upbringing of the child still belongs to the most important role in caregivers and teachers. The experts, in turn, form the class in the selection of non-standard approaches they needed to work with children by choice. Interest in the development of children is important, which in this case is that only the development of all the major physical components necessary habit formation, tools, skills, and ability. Psychology in working with young children of preschool age should forget. Leading activity is a game of this age period, children need to build on the basis of exactly the same with all things. You have to use harakatli the game from the activity for the formation of physical skills. Also needless to forget, pre-school education will be the basis for the development of next of a man. It means a very important activity in the modern world, with its lack of systems work in the body disorders appear.

Trying to teach the basic form of preschool age children in physical education classes. To improve the health of their children is held. Such exercises not only on the body itself but also the mental state of the child will help develop even in its own time. The components of physical culture of the different types of types include:

1. Movement activities
2. Competition activities
3. Cultural-sports events

Determines the importance of a culture of physical activity, the basic components which includes all other types of physical activity. This unlimited physical features in the formation of simple, intertwined with spiritual and moral development of children of preschool age near it. This, it is a general cultural problems to solve to help will. This activity in the process of unless a child's personality is in the form of action, even the most simple toe'lsa also the child limitless limitless imagination flight to either of naltirib, the creativity you will develop. Also physical activity directly in the child's mood in the garden'liq. Mobility cheerful children, aspiring. They play a lot of them and will take active part in any other activities.

The lessons of physical culture xill-by-foydalanalamiz from the same namsd our children to different types of development: in particular music, visual, accompanied by adding the element of competition. The main thing for such sessions that are not complex and is continuous. Because the imagination of the teacher can be called an unlimited range of modern pre-school age and health of the physical development of children depends on the formation of his creative approach values the success of this outlook for the development of future generation plays an important role in the development of the whole.

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ANTIOXIDANT ACTIVITY OF LEMON VARIETIES MEYERA AND UZBEK FRUIT

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ABSTRACT

In the article, the antioxidant activity of lemons was determined by phytochemical study of Meyer Uzbek fruit samples. The results showed that the drugs have antioxidant properties.

KEYWORDS: Antioxidant, Meyer, Extract, Phytochemistry, Adrenaline, Autoxidation, Optical Density.

INTRODUCTION

When determining the antioxidant activity, extracts from the peel of fruits of the Meyer and Uzbekcha varieties growing in our natural climate were studied. The results did not show a clear difference between them [1].

Antioxidant activity was determined by phytochemical study of lemon samples L1 (Meyer) and L2 (Uzbek fruit). The antioxidant activity of lemon is determined by the inhibition of the adrenaline autoxidation reaction in vitro and prevents the formation of the free form of oxygen. The method is based on the inhibition of the adrenaline autooxidation reaction, expressed as a percentage (%), due to the formation and autooxidation of adrenaline over time under in vitro conditions of drugs [2].

Experimental part: received 2.0 ml of 0.2 M sodium carbonate ($\text{Na}_2\text{CO}_3\text{-NaHCO}_3$) buffer pH = 10.65, 56 μl of 0.18% solution of adrenaline (epinephrine) hydrochloride. Added 30 mkl of antioxidant drug (lemon) and tested on a spectrophotometer (Cary 60 UV-Vis Agilet Technologies) at a wavelength of 347 nm at intervals of 30 seconds to 10 minutes. The test amount (concentration of 1 mg solution in 1 ml) was used as a reference. As a control, 2.0 ml buffer with 0.2 M and 0.18% 56 mkl (5.46 mm) epinephrine was used.

Results and discussion: Antioxidant activity was calculated by the following formula for the inhibition of adrenaline autoxidation.

$$AA\% = \frac{D_1 - D_2 \times 100}{D_1}$$

Where,

D₁-absorbance of adrenaline hydrochloride solution added to buffer;

D₂-optical density of the studied extract and epinephrine hydrochloride added to the buffer.

TABLE 1 TEST DRUG

Nº	drug	The writing	Solubility	<i>In vitro</i> mkg/ml
1	L1	Meyer	water	100/250/500/750/1000
2	L2	Uzbek fruit	water	100/250/500/750/1000

TABLE 2 RESULTS OF ANTIOXIDANT PROPERTIES OF LEMON SAMPLES (L1 AND L2)

Nº	drug	Control	An experience	%
1	L1 (10%) 100 mg/ml	0.2890	0.2541	11.28
2	L1 (25%)250 mg/ml	0.2305	0.2122	13.34
3	L1 (50%)500 mg/ml	0.1054	0.1640	13.97
4	L1 (75%)750 mg/ml	0.20551	0.1810	15.54
5	L1 (100%)1000 mg/ml	0.27024	0.2319	16.34
1	L2 (10%) 100 mg/ml	0.2046361	0.1822	14.56
2	L2 (25%)250 mg/ml	0.23685	0.1940	17.19
3	L2 (50%)500 mg/ml	0.20312	0.1657	17.32
4	L2 (75%)750 mg/ml	0.24545	0.1704	17.65
5	L2 (100%)1000 mg/ml	0.23652	0.2284	18.98
	Gliclazide			10,0%

The antioxidant activity of the preparations was determined by the in vitro adrenaline autoxidation method. Antioxidant activity was assessed using phytochemical studies of the studied preparations [3,4].

CONCLUSION

When determining the antioxidant activity of drugs by inhibiting the reaction of adrenaline autoxidation in vitro, the samples inhibited the formation of a free form of oxygen. Samples L1 and L2 were compared with standard antioxidants quercetin and gliclazide antioxidants. The results showed that the drugs have antioxidant properties.

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PROBLEMS OF PLASTICATION OF POLYVINYLACETATE MADE FROM VINYLACETATE BASED ON EMULSION POLYMERIZATION

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ABSTRACT

In this research work, the stages of commercialization of polyvinylacetate obtained by the same emulsion method, in particular, the process of its plasticization using dibutyl phthalate were studied. The viscosity of polyvinylacetate obtained by the emulsion method was carried out in a glass measuring the conditional viscosity, the flow rate was determined $137 + 140 + 143/3 = 140$ sec. The viscosity of the polyvinylacetate dispersion in the form of a commodity was carried out in a glass measuring the conditional viscosity, the flow rate was determined. $214 + 228 + 222/3 = 221.3$ sec.

KEYWORDS: *Polyvinylacetate Dispersion, Dibutylphthalate Dispersion, Hydroxyethylcellulose, The Conditional Viscosity.*

INTRODUCTION

Despite the fact that the chemical industry of Uzbekistan does not produce vinyl acetate and various polymers and copolymers derived from it, the use of them is growing rapidly. Polyvinyl acetate obtained in solution and emulsion method is expanding not only in construction, light and food industries, printing, but also in the field of its use. Polyvinyl acetate dispersion is used in the bonding of paper, cardboard, wood, leather goods, as well as a binder in paints and building materials industry.

Polyvinyl acetate silicate adheres highly to glass, leather, fabrics, and therefore its solutions are used to prepare adhesives (e.g., polyvinyl acetate dispersion) and varnishes. Aqueous dispersions of polyvinyl acetate are used as paints and varnishes that do not require organic solvents. These include, for example, the growing use of polyvinyl acetate in the production of new types of sculptures, adhesives with excellent properties, new unique decorative products for facades and interiors of buildings.

In most cases, emulsion-derived polyvinyl acetate is used. Of course, such polyvinyl acetate differs from other modifications by a number of advantages: high content of dry matter, low viscosity, risk of combustion and the absence of other environmental problems.

In this research work, the stages of commercialization of polyvinyl acetate obtained by the same emulsion method, in particular, the process of its plasticization using dibutylphthalate were

studied. It is known from the literature that plasticization can be carried out at different stages of the production process in the form of goods.

The amount of dibutylphthalate added to aqueous polyvinyl acetate dispersion has a direct effect on the viscosity of the polyvinyl acetate dispersion in the form of a commodity. In our study, the amount of plasticizer was obtained in the range of 5-25%. The viscosity of the obtained product was carried out in a glass measuring the conditional viscosity. The plasticization process was carried out in two different ways:

1. By adding dibutylphthalate (DBF) dispersion to the synthesized finished polyvinyl acetate dispersion,

Experiment -1: Preparation of (DBF) emulsion

1) Take 0.3 g OP-10 and 8 g N2O, both in a beaker and mix vigorously using a mixer for 15 minutes.

2) Take 100 g of DBF and add to the prepared emulsion in an intensively mixed state using a dropper funnel. Stirring is continued for 30 minutes, ensuring that the temperature is 20 ° C. A white sour cream emulsion was formed.

Experiment 2: Add dibutylphthalate (DBF) dispersion to the synthesized finished polyvinyl acetate dispersion.

1) Pour 202.5 g of experimental polyvinyl acetate (PVA) containing 100 g of monomer (PVS) into a 300 g beaker.

2) 15 g of DBF emulsion was added in an amount of 15% relative to the monomer (PVS). Stir vigorously for 2 h, ensuring that the temperature was 20 ° C. The result is a dispersion of polyvinyl acetate in the form of a commodity.

Experiment 3: To study the viscosity of a polyvinyl acetate dispersion in the form of a commodity.

1) The viscosity of the finished polyvinyl acetate dispersion synthesized was carried out in a glass measuring the conditional viscosity, the flow rate was determined $137 + 140 + 143/3 = 140$ sec.

2) The viscosity of the polyvinyl acetate dispersion in the form of a commodity was carried out in a glass measuring the conditional viscosity, the flow rate was determined. $214 + 228 + 222/3 = 221.3$ sec.

By adding a plasticizer to the system during the synthesis of polyvinyl acetate dispersion.

Experiment: During the synthesis of polyvinyl acetate dispersion, the system temperature was cooled to 40 ° C and neutralized to RN-6-6.5 with NH₃ solution. Commodity polyvinyl acetate dispersion was obtained by adding a plasticizer (DBF) when the temperature was lowered to 20 ° C.

The results showed that in both methods it is possible to obtain a dispersion of polyvinyl acetate in the form of a finished product. However, in the second method, the nature of the colloidal protective polymers introduced into the synthesis medium has a significant effect on obtaining the finished dispersion. Samples of polyvinyl alcohol and hydroxyethylcellulose of different

molecular masses were used as colloidal protective polymers. Conclusions were made about the long-term storage of the product and the change in quality at low temperatures.

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THE WONDERFUL POWER OF ART AND ITS CHARACTERISTICS OF THE PSYCHOLOGICAL IMPACT ON HUMANS

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ABSTRACT

The ability of music to affect the human psyche, its health, and emotional state, the positive impact of deep musical experiences in the process of listening and playing music - an important basis for scientific research in both medicine and music. The views of scholars on the influence of music and narrations, musical education, and ethics are expressed as issues that need to be studied and applied in depth.

KEYWORDS: Music, Emotional State, Deep Musical Experiences, Sounds, Images, Music-Aesthetic Education, Thinking, Imagination, Art, Psychological Impact, Music Education.

"Music expresses human feelings, dreams, desires in a unique artistic language and actively influences human emotions. Music is both a science and an art."

(F.Stendal)

INTRODUCTION

According to the scientist Stendhal, music is one of the types of art that can penetrate deep into the heart of a person and reflect his inner experiences. Music gradually affects the human psyche and creates specific changes in the body. The central nervous system, other organs and organs descend from the abdominal cavity, come to their senses and work in rhythm. Depending on the tone of some melodies, that is, the meaning, a person instinctively plunges into the world of thoughts and emotions. There are melodies that add strength to a person and lighten his problems. At the same time, the strength of the influence of music also depends on the tuning of the instrument, on the general situation, on the ability of the musician to play his instrument.

Aristotle (4th century BC) also considered music as a means of harmonizing the individual with social life. Aristotle developed the doctrine of mimesis, which revealed the inner world of a person and ways to influence him through art. In the theory of mimesis, the concept of "catharsis" was developed. According to him, ancient Greek tragedies cleared the mind of the spectator from the pains of illness. In the process of deep experiences, a person is spiritually purified, his heart rises from its specificity, its uniqueness to its generality.

Aristotle described in detail the musical scales that change the psyche. Music in one scale evokes compassion and tenderness, while in another it can cause nervousness or excitement. Listening to a great performance, we experience feelings of pleasure, joy, inspiration, or, as the Greeks say, "catharsis" - the process of internal, spiritual purification and renewal.

The influence of the sounds of music on the human psyche was also of interest to Abu Nasr al-Farabi and Abu Ali ibn Sina. German musicologist I. Matteson thought deeply about the powerful influence of music. Doctors from Eastern and Western countries, who are well aware that music evokes positive feelings, emotions and experiences in a person, have conducted many experiments on its use as a remedy.

In medicine, treatment is carried out in three different ways: the word, herbs and the knife. "There is a patient who can be treated with words," said Abu Ali ibn Sina. Speech therapy (psychotherapy) is one of the main factors of medicine. However, the word also does not always have a healing effect, so at this time, as a rule, music comes to the rescue. P. I. Tchaikovsky once said: "When the word is useless, music is the most influential instrument." If the melody attracted the attention of a person, know that it entered the psyche as wind. It is known that the brain - the psyche - controls and manages all processes in the body. To be hungry, digestion of food, in particular, labor productivity are also closely related to the psyche. At the sound of music, the heart immediately comes to life, begins to beat in a bold, rhythmic rhythm, the arteries relax, and the blood begins to flow smoothly. This radically improves the body's supply of heavy and compressed tissues. As a result, each participant begins to fulfill his "duty" with "joy". The psyche also changes with the sound of music. Patients stop experiencing feelings such as depression, panic, or needless anxiety. Patients who recover from such depression will find it easier to recover.

The pleasure of music is great for patients with heart disease. "In the past, before the advent of modern medical equipment and drugs, 30 percent of patients with heart disease died," says American scientist Frink Flood, later this number was halved. And the music reduced it again." In our time, in medical centers abroad, even complex operations began to be performed with the sound of live music. It certainly gives good results.

A French professor De-Bac, who mastered the most complex heart operations, would have done any operation with music.

The effect of soothing music on the psyche can be compared with sedative and hypnotic drugs, as well as blue, light yellow, yellow and bluish colors or good mood, such as a blue morning, a breeze, a clear lake, a summer evening. Because all of these are natural relaxing and pleasant factors.

Thomas Edison, the famous American inventor, once collected 589 different pieces of music with the help of people well versed in music. Of these, 112 works were selected that most strongly affect the feelings of the audience. Of these, 15 were recommended for creative purposes, 14 for calming nerves, 10 for fun, 10 for strengthening friendships, 11 for inciting love, and 11 for suppressing arousal in children.

Supporters of the "science" of music therapy recommended the following recipe: "Moonlight Sonata" by L. Beethoven and the second cantata by J.S. Bach to relieve anger. Schonen's "Prelude" for to rid off frustration, B. Bartok's Fifth Quartet to reduce jealousy and Mozart's opera "Don Giovanni" against headaches, as well as you should listen to A. Khachaturian's waltz "Masquerade"...

In fact, the magic of music, for madly in love, is unique.

In ancient Greece, the "science of music therapy" was widespread. For example, the mathematician and philosopher Pythagoras recommended music as a means of all-round healing of the soul and body.

As it's been said, Iskandar Dhul-Qarnayn is also did many his work with sounds of music.

The voice of a full person is low, and the voice of a hungry person is loud. For this reason, it was customary to make the belly of the dutar, gidjak (violin, etc.) empty. Currently, the variety of musical instruments has increased significantly. Each of the musical instruments creates a unique melody and songs.

Abu Ali ibn Sina loved the sound of soothing music and even made and played the gidjak himself.

They say that at the sound of the flute, the snake stopped attacking and bowed its head, the tourists that were attacked by robbers and who lost their property calmed down, and the robbers came to their conscience and repented of their actions.

In one of the stories, two mischievous lambs are playing chase and did not suspect that they have gone far. How now to return to the herd? At this moment, the sound of a flute is heard in the distance, and they run in that direction. Finally, they come out in front of the shepherd boy that was playing the flute: both sides are delighted. This flute will remain an integral part of the shepherds.

When Dutar's sound is soft and gentle, magical and traumatic, melancholic and seductive, it's like it's really trying to tell us a secret. Spontaneously, our hearts become prone to passion. It has captured your heart and now it is slowly leading you through the streets of life. When you see one of it, you go home, you think, when you see the other one, you thank. Then you will feel much lighter and calmer.

Remember A. Kadiri's novel "The Last Days": Otabek was persecuted in Margilan and ended up in Tashkent. He enters a courtyard in a deep village. In order to listen to sounds of dutar he pleads to grains. Otabek "... indulges to the sad sound of the dutar. Dutar's sound was heard as if he was somehow telling the story of his grief. Dutar did not merely cry, but was shaking the whole universe and shaking sick hearts making them to weep. Unable to stand it, Otabek covered his eyes with a handkerchief and began to cry. He wanted to stop the tears, but he had no current will in him. All the will was in the cherished melody of the dutar, in its impatient crying. After "Navo", Otabek listens to "Savt" and calms down.

After all, the magic of music also depends on the ability to play.

Some sounds of music can be called joyful tones. When you listen to such melodies, your heart rises like a mountain. The heart beats cheerfully and boldly, the face opens, the nerves and veins are expanded. The wedding ceremony, springtime, flowers and nightingales, joyful rivers evoke the same feeling.

One day, Farobi Ray came to a party in Tehran in honor of Minister Sahib Abbad. No one seemed to recognize him. Farobi entered the party and quietly set aside. After about an hour, he took his musical instrument and began to play a wonderful tune. When he played the first part of the melody, everyone around was delighted. Hearing the second part of the melody, they were in a state of complete despair, sobbing and shedding tears. When the third part of the melody

sounded, everyone was excited, and then fell asleep. Then the guest wrote on the handle of a musical instrument: "The Farobi came here, was here and left."

They say that only one or two people out of a thousand can be indifferent and careless to music. On this occasion there is an exemplary narration, albeit from the life of babies.

The sage was asked:

- Is it possible to recognize the spirit of babies?
- "Maybe, let's see if we can get all the healthy babies together," said the wise man.

People brought their babies to the square and laid them next to them. Suddenly, the square was filled with crying screams. When the sage pointed to the musicians, the sounds of the music started. Most children stopped crying immediately. Some have tears in their eyes. Only one or two sobbed.

"It is known from the spirit of the child who he is," said the sage, pointing to the babies.

This phenomenon supports the Hippocrates's theory of psyche based on his experience. Hippocrates divided people into four categories according to their psyche. People with red blood in the body (sanguine) were naturally cheerful and sensitive to impressions as well as to music. Although Phlegm Water people (phlegmatic) are often prone to jaundice, they still find time to listen to music. Yellow bile people (choleric) are people who are accustomed to both conditions and are not much different from phlegmatic people regarding music. Black bile people (melancholy) are uncompromising and indifferent to music.

"I love music so much that I usually do my work to the sound of music. In my opinion, good, pleasant music does not interfere with work, on the contrary, it gives pleasure, cheers up, inspires and leads to a noble world," said Academician T.N. Kari Niyazi.

Scientists believe that music is the real source of strength. Music really gives a person vitality, spiritual pleasure.

If a good person accompanies the destination, or if he sings, then the road seems to shorten, and the person does not feel fatigue.

No wonder one of the Serbian proverbs says that talking shortens the path, music, singing make work easier.

When listening to some music ("Choli Iroq", "Navo", "Caravan") one deeps in his thoughts, he imagines his marriage life sometimes.

"Lullaby"... This song soothes the nerves so much that listening to it calms the hearts of not only children, but also adults. "Lullaby" has always played and plays an important role in the musical and aesthetic education of children, the encyclopedia says.

Makoms also have the same effect on the heart. We must use this wonderful wealth of our people to prolong life, to enrich our life at every step, at every breath, then our spirit and mood will be refreshed, and we will live happily.

The melody involuntarily follows the person and enters the world of thoughts and feelings. It encourages a person to think, comprehend, depending on the consciousness and level of the

child. Listening to music and songs, understanding them deeply and being able to be carried away by them is a great happiness.

But, unfortunately, some do not understand the language of music well enough. That is why it is very important to take care of the transfer of musical knowledge to the younger generation. After all, the next generation, which will develop in all respects, should be well versed in music.

Among the many means of influencing the young soul, music plays a major role. The pleasure inherent in a morally and aesthetically educated person is expressed in the fact that such noble intentions as kind words, exhortations, advice, wishes of a good trip affect the human heart. Music education and ethics is a matter that needs to be deeply studied and applied. The art of music is the most subtle means of attracting humanity, amazingly influential beauty. When a person listens to music, he realizes who he is, and if he has any negative qualities, he understands how to eliminate them. Music helps a person to realize his negative qualities. Music is a powerful means of self-education. In the learning process, that is, when determining the content of music education, it is important to identify the psychological and physiological characteristics of the development of students. The main task of educating young people with the help of music is to teach them all the wealth accumulated in the entire history of the development of Uzbek music and introduce it into their consciousness. Musical, aesthetic feeling is the result of education in the national context.

In conclusion, the world of musical sounds, images, thoughts and emotions elevates the soul, connects it with being, opens up sometimes inexplicable possibilities of imagination, takes us into the boundless expanses of the world, brings us closer to reality, ideal, makes our life meaningful, full of meaning spiritually rich and beautiful.

The ability of music to influence the human psyche, his health and emotional state, the positive impact of deep musical experiences in the process of listening to and performing music is an important basis for scientific research both in medicine and in music.

Music education and ethics is a matter that needs to be deeply studied and applied. The world of musical sounds, images, thoughts and emotions elevates the human spirit, unites it with being, opens up sometimes inexplicable possibilities of imagination, fantasy, takes us into the vast expanses of the world, brings us closer to reality, ideal, makes our life meaningful, meaningful, spiritually rich and beautiful.

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DEPRESSIVE DISORDER AND SUICIDE RISK AMONG THOSE WITH LIVER DISEASE AND THEIR ASSOCIATION WITH QUALITY OF LIFE

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ABSTRACT

*Chronic liver disease is a long-term and debilitating condition in which comorbid mental illnesses are added to the incidence. The present study aims to investigate how depression affects the overall picture of liver disease. Depressive disorder is the most common mental illness and a major contributor to the global burden of disease. This burden arises from two major consequences of depression: liver deterioration and suicide. **Objectives:** To study how depressive disorder and suicide risk affect patients with chronic liver disease.*

Materials and methods: *Selected 40 patients with chronic liver disease at risk of suicide, recruited from the department of the Bukhara Regional Infectious Diseases Hospital. Of these, 28 patients suffered from chronic liver disease had a disability, and 12 patients did not have a disability. All patients underwent a detailed structured medical history, physical examination and familiarization with all available medical records. All consecutive patients with liver disease were assessed for depression and anxiety using the Hamilton Hospital Anxiety and Depression Scale and quality of life using a reduced version of the WHO scale. Patients were divided into 2 groups with depression at risk of suicide (Group1) and without it (Group2). The sample consisted of 40 consecutive patients with chronic liver disease at risk of suicide of both sexes, aged 26 to 60 years, admitted to the hospital, in whom the diagnosis was established based on the history of the disease, anamnesis, clinical examination and relevant studies.*

KEYWORDS: *Suicide, Liver Disease, Depression, Quality Of Life.*

INTRODUCTION

Chronic diseases such as polyarthritis, peptic ulcer and inflammation are known to cause psychological disorders such as depression. Chronic liver disease is a condition with significant morbidity and mortality. Over time, this debilitating condition takes a huge toll on both physical and psychological well-being. Consequently, the quality of life in these patients often deteriorates. Anxiety and depression have been considered proximate causes of this decline in quality of life in previous studies. Symptoms such as fatigue, itching, and abdominal discomfort

due to as cites have been shown to impair quality of life in chronic hepatitis, cholestasis, and liver cirrhosis. A broad biopsychological perspective has been introduced by previous investigators to better understand the etiopathogenesis of chronic liver disease. At this stage, depression, anxiety, and risk of suicide are so important in determining overall liver morbidity that their assessment should be an integral part of the overall evaluation of these patients. The frequency of suicide attempts in chronic lung disease is also not uncommon and has been studied. Psychiatric disorders are a well-known risk factor for sociality. Mood disorders pose the greatest risk; it has been estimated that half of all patients who commit suicide meet the criteria for a depressive disorder. The link between depression and suicidality is also very strong [3]. Thus, detection of depression is an important component of any effective preventive screening for risk of suicidality. From a treatment perspective, it has been suggested that in conditions such as cirrhosis of the liver, control of psychological illness is an important factor for successful treatment of gastrointestinal symptoms [6]. It is known that, like other chronic diseases, it impairs daily activity, which, in turn, can lead to a bad mood [4, 6]. In addition to anxiety and depression, psychosis is closely associated with chronic liver disease and autoimmune liver disease. Another proposed factor is the alteration of serum proteins and their resulting effect leading to the onset of psychotic symptoms [5].

Therefore, it is necessary to exclude psychiatric morbidity as well as correlation in order to plan a treatment plan and achieve a good quality of life for the patient. Against this background, the present study was conducted to monitor the association of depression with various parameters of patients with chronic liver disease, including their quality of life.

Results

Most of the sample were women (64.2%), married (81.4%), and most of them had an average level of education (44.0%). 64.8% of participants reported poor quality of life due to poor physical health and 23.3% reported poor quality of life due to poor mental health, 19.7% reported insomnia, 18.5% of participants with hopelessness, and 78.9% of suicidal patients reported hopelessness, making it the most common sign of suicidality. When stratifying the assessment of suicidal risk, 1.4% of the samples had a low risk, 0.5% had a medium risk, and 0.2% had a high risk. Comparison of clinical parameters between groups (separated based on the presence or absence of anxiety or depression) showed that patients with anxiety ($P = 0.005$) and depression at risk of suicide ($P < 0.001$) were significantly older than their non-anxious and non-depressed patients. Both patients with anxiety and those with depression at risk of suicide had a longer duration of illness compared with patients without it, but the difference reached statistical significance ($P = 0.024$) for patients with depression. When comparing quality of life indicators of chronic liver disease across all subscales, both patients with anxiety, similarly, patients with depression had significantly lower scores than patients without anxiety or depression.

Discussion

The first finding of the current study was a high prevalence of anxiety (28.49%) and depression with a risk of suicide (71.51%) among study patients. Because the study was conducted in a referral hospital, patients seeking care generally had more severe symptoms and a longer duration of illness. Many of the patients included in the study experienced clinical depression or anxiety for a long time. An interesting finding of the study was a higher incidence of depression with a risk of suicide in decompensatory cirrhosis compared to their compensatory cirrhosis. Instead of comparing rates of anxiety and depression with suicide risk between patients, the

current study compared patients with chronic liver disease with clinical depression with and without suicide risk and anxiety. It is known that chronic somatic diseases worsen the quality of life of people. It has been shown that in patients with cirrhosis, the quality of life is associated with the severity of the disease and restrictions in the general lifestyle. The significantly longer duration of illness in patients with depression seems self-evident, but their marital and professional status was an unexpected discovery. Many parameters associated with the severity of chronic liver disease, especially conditions such as cirrhosis of the liver, such as albumin and bilirubin, had no effect on anxiety or depression. Somewhat similar results were obtained during a study where bilirubin, albumin, and serum prothrombin time did not correlate with health-related quality of life measures. Another limitation of this study is the use of the single-scale Hamilton scale, which is a screening scale that allows for assessment as little as a week prior to assessment, which is sometimes not enough to largely state the absence of anxiety and depression. Simply due to a case of chronic medical illness.

Another limitation of this study is the use of the single-scale Hamilton scale, which is a screening scale that allows for assessment as little as a week prior to assessment, which is sometimes not enough to largely state the absence of anxiety and depression. Simply due to a case of chronic medical illness.

However, we aim to repeat similar studies in the future with the possibility of reevaluation in weeks and beyond 6 weeks with a larger sample, which may further confirm our clinical data.

CONCLUSION

Syndromal depression is known to worsen the clinical course and outcome of somatic disorders. Its effect on liver disease is little known. In the current study, both syndromic anxiety and depression have been shown to have an adverse effect on the overall outcome of chronic liver disease. The current study shows deterioration in quality of life, but not in other biological parameters. Further research in this area should lead to more interesting conclusions.

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HISTORICAL FORMATION OF PERFORMANCE AS EXPRESSED BY NATIONAL FOLKLORE

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ABSTRACT

This article examines the rich and colourful folklore heritage of the Uzbek people, the diversity of their ethnic composition, ways of historical development and religious beliefs. The history of folklore samples collection includes the analysis of ancient memoirs, historical monuments, religious and scientific works.

KEYWORDS: *Folklore, Ethnography, Spectacle, Culture, Art, Image, Tradition, Ritual, Composition, Plot.*

INTRODUCTION

The development strategy of the new Uzbekistan defines the development of culture, science, literature and the arts as the main thrust of social development. Today, raising the cultural level of the population, especially young people, providing them with the best examples of national and universal culture, bringing up spiritually mature and harmoniously developed individuals and realizing the potential of young talents is becoming a priority task for our State [1-1]. Therefore, one of the most important tasks is to study, analyse and transmit to future generations the processes of historical formation of our ancestral culture and the most ancient examples of folklore, which is a source of folk wisdom.

Main body

The Central Asian region, including the ethnic groups and states that have emerged between the two rivers, plays an important role in the development of history and culture, primarily due to the fact that the region is located in all favourable geographical conditions. The first president of the Republic, I. Karimov, said in his book "**High spirituality - an invincible force**" that "*the world community acknowledges and recognizes that our ancient and beautiful land is one of the cradles not only of the East, but also of world civilization*" [2-2]. In this process, folklore-ethnographic heritage, which is the basis of folklore, developed in connection with artistic and practical activities in practical ornaments, period architecture, types of folklore-ethnographic creativity.

The Uzbek people have literally created a rich cultural and folkloric-ethnographic heritage. In particular, its folklore deserves special attention for its volume and artistry. In the first president's book it is said that: "*our ancient ancestors developed a whole set of moral requirements for a perfect man, an oriental code of morality, in modern parlance. There must be an uncompromising rebellion against impurity and injustice in the human soul*" [2-3].

Folklore is the oldest and most ancient branch of the art of literature. The increase of human experience through labour, the development of consciousness through speech and the desire to portray ideas about nature and society through imagery led to the emergence of folklore forms. As folklore differs from music, circus, dance, and arts and crafts in that it is the art of speech. It has been passed down by word of mouth, from generation to generation, performed by talented folk. With the passage of time, folklore works are not preserved as they were originally created, but their creation and performance are altered, interpreted, enriched with new specimens and adapted to the environment. The field of science that studies it is called "folklore" - folkloristics. Folklore has been considered a part of ethnography, anthropology, musicology and even sociology at different times and in different countries.

Hodi Zarif used the term in Uzbek folklore in 1932. The scholar's first book for university students was entitled "**Uzbek Folklore**". Prior to that, the term "folklore" was replaced by such terms as "*folk literature*", "*oral literature*" and "*oral literature in the Uzbek language*". For example, for other types of folklore, the name of the domain is added, and musicologists refer to folk music as "*folk music*".

Folklore is also called a syncretic-mixed art form, as folklore performance combines elements of word, music, dance and theatre, combining artistic and aesthetic views. This harmony reflects a deep popularisation of the content and idea of folklore works [3-4].

The science of folkloristics, which studies the development and perfection of folk art, analyses the specificity of field types in relation to the aesthetic thinking of the ancient world. In particular, the written information of tourists and historians of the ancient world about legends and myths, customs and rituals of Central Asian peoples is the main source for studying folklore. According to folklorists, the first specimens of folklore are phenomena associated with the emergence of human speech. The conditions of that period, people's labour and life experiences, worldviews, customs and rites played a decisive role in its emergence. It consists of tales and legends with imaginative purposes. It also consisted of sample songs representing the labour process. For example, exhortations emphasising the traditional repetitive labour process in folk songs can be described as a form in which the elements of exhortation are directly preserved.

The earliest examples of Central Asian folklore have been preserved in historical monuments, memorabilia and religious or academic works. They consist of myths, war legends, bylaws of heroism and valour, songs and proverbs. For instance, Orkhon-Enasai's inscriptions and Mahmud Kashgari's "**Devonu lug'otit Turk**" reflected the people's religious beliefs in the form of animism, totemism and fetishism.

They form a system of ancient ideas about animistic, totemistic and fetishistic beliefs of Turkic peoples. It is known that Ancient Man, frightened by the seemingly invisible forces of Nature, at the same time tried to overcome them, unable to do so, worshipping Nature, worshipping unnatural phenomena, which elevated them to the level of mystery. As a result, their view of inanimate objects in nature as living and their identification with the forces and phenomena of nature became known as science-animism.

Animism believes in the existence of souls and spirits, as vividly exemplified by the old motifs of fairy tales. In "*Yalmogyz kampir*", people are turned to stone, while in "*Kylych botir*", the hero's soul is in the sword. The above tales contain pleas such as "**Crack, crack, stone**", "**Open, open a reed**", "**Sim-sim open your door**"; such pleas are symbolic expressions of the

notion that there is life in it. Incidents of throwing pots, cups and buckets are also traces of animism in the folk imagination.

Totemism stems from the belief that humans are often associated with animals or plants, sometimes with inanimate objects or natural phenomena. The ancestors of Turkic peoples, including the Uzbeks, worshipped the sun, water and fire, and later believed in horses, oxen, snakes, wolves, dogs and other animals known as ancestors of tribes. Thus the symbol of totems was formed. So the totem is the symbolic protector of this or that seed. There are several legends associated with totems, which also depict horses and wolves [3-5].

In archaeological excavations, images of half-horse and half-man, some farm fields and the fact that a horse's skull is placed as a keeper in its gardens are examples of the belief in horse-worship. It is no coincidence that equestrian symbols such as *Girat*, *Boychibor*, *Jiyrunkush* and *Majnunkok* play an important role in Uzbek folk epics.

Fetishism is the worshipping of inanimate objects, preserving them as signs, realizing that they have power. The custom of keeping feathers, teeth, skull, horns and skins of animals as symbols is widespread among our people, and of wearing them around the neck or on clothing. Elements of fetishism are also present in folklore. For instance, handing over a fairy, giant or magical object to the protagonist or using its magic is also preserved in folklore representations [3-6].

Ancient myths also played an important role in the formation and development of folklore. "Myth" actually comes from the Greek word "mythos", which means myth, legend. There is a comment on this subject in the National Encyclopaedia of Uzbekistan: *"Ancient man was a totality of the primordial notions of existence, the universe, the creation of man, plants and animals, the appearance of celestial bodies, the causes and essence of natural phenomena, mythical heroes, goddesses and gods. Myth is an expression of the ancient man's unconscious emotional attitude to the reality; it is a series of the earliest fantasies explaining the essence of various sides of the nature and public life. Although mythological imagery interprets the essence of this or that reality through imaginary fiction, where myth is created and popularized, it is accepted by its creators and performers as a description of what really happened"* [4-7].

It is clear from the above that the word myth is used in national literature to refer to legends and myths. This is due to the fact that the oldest examples of folk artistic thought are myths, which were subsequently enriched and developed in the collective creativity of the gifted after the unification of tribes or clans. Though the most ancient specimens of myths have come down to us through **Avesta**, some of them have been preserved in various genres of folklore. Myths reveal different aspects of ancient human thinking. They reflect human attitudes towards life, society and nature. Mythology embodies the spirituality of humankind in written form, reflecting high educational and moral issues. Since people dreamt of a bright future and looked forward to its realisation, it means that our ancestors expressed their dreams and hopes in their myths.

In the Zoroastrian book "**Avesta**", the two forces, good and evil, are manifested in the images of **Ahuramazda** and **Ahriman**. Ahuramazda is the god of goodness, light, prosperity and noble powers. Ahriman, on the other hand, rules over all evil and wickedness. He opposes Ahuramazda and, with the help of his giants, causes misery, hardship and distress to the people. Although Ahriman possesses great power, he is unable and incapable of everything like Ahuramazda, so the forces of evil are defeated in the face of good. In the Avesta, the source of light is indicated as the sun. Sunlight gives life to man. And fire is a part of the sun. That is why man regarded fire

as sacred and kept it in fireplaces. In Avesta, which is considered as a Bible of our ancestors, *Mitra* is the god of the sun and light, *Noxit* the god of wealth and prosperity, *Humo* the god of happiness, tole and state, and *Anahita* and *Hubbi* the gods of fruit and water, respectively. Our ancestors, who held fire and water sacred, pictured the symbol of water and beauty in the form of a woman – the goddess Anaxita. *Anaxita-zabardast*, graceful, girdle-clad, rightly so, is a blessed beauty. This goddess granting people strength and abundance of water. *Mirrix* - god of war and victory, *Kayumars* - goddess of goodness are also found among folk rites and folklore patterns connected with the mythological beliefs of the Uzbek people.

Myths related to the '**husband-man**' [*Er-hubbi*] are common in Khorezm and the Fergana Valley. In these myths, the Husband of the Earth appears as the most powerful and merciful hero. He lived in Amigap for seven hundred years and fed on fish. After Jamshid's ascent to the throne, he disappeared. Therefore, one can assume that the names of Khubbiniyaz in Khorezm, Lake Khubbi, and Khoja Khubbon in the Bukhara oasis are connected with this mythology. These myths are valuable in that their glorification of fighters among people is aimed at showing their power as sacred and convincing in the existence of heroes.

The Uzbeks, like the peoples of the world, have myths related to changes in nature - the seasons. Since such myths and tales related to the calendar are present in the art of almost every nation, folklore studies have produced a number of studies dedicated to the study of this type of folk prose. In particular, N.V.Braginsky believes that myths related to calendar include ascetic notions about the Moon, Sun and stars, as well as Myths about cults of dying and resurrecting nature. [5-8] From our point of view, although celestial luminaries have played an important role in the origin of the traditional folk calendar rather than myths and legends about the Moon, Sun and stars, such as "Solar Calendar", "Lunar Calendar", "Star Calculation", "Correct Calculation", "Kambar Calculation", "Circle of rotation". [6-9] It would be more correct to classify myths about the origin of various timekeeping operations such as "*kambar net*", "*circular net*" [6-9] as belonging to this type. In folkloristics, myths about the "cults of dying and resurrecting nature" are also characterized not as part of the "calendar myths", but as a separate independent type of myths. The archaic form of the mythological plot was also popular in the style of the ancient "calendar myth", which actually embodied artistic ideas about the mutual attraction of winter and spring and the victory of the season, which was regarded as a symbol of good in this symbolic struggle.

CONCLUSION

The patterns of folklore are created by talented artists and tell the history of their tribe and descendants, their habits, beliefs, dreams and desires, and their relationship with nature. Patterns of folklore that appealed to members of the tribe or clan, glorifying them, passed from mouth to mouth and became the product of collective creativity. Thus, they developed from collective creativity and became the public domain. That is why the performers of folklore - narrators, storytellers, singers, anecdotes and ascis [*askiyachilar*] - have always recognised the works created by the community as "folk". As a result, it is not uncommon that talented individual artists might follow the traditions of the collective and try to adapt to folk life, and the tastes and needs of the people on whom he or she depended.

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THEORETICAL JUSTIFICATION OF THE HARROW WITH THE ACTIVE TEETH

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ABSTRACT

The article presents theoretical studies of the harrow with active teeth. The kinematic scheme of a tooth harrow with a crank mechanism is presented. The impact process of one tooth on a soil lump and its destructive speed were studied. The parameters of the crank mechanism of the harrow are determined.

KEYWORDS: *Tooth Harrow, A Crank Mechanism, Soil Lump, The Rate Of Destruction.*

INTRODUCTION

Existing agricultural tillage machines have passive working bodies, the operation of which does not meet agrotechnical requirements. In this regard, the same operation is performed by several passes of the unit, for example, loosening, crushing and soil compaction. As a result, the soil is over compacted due to the impact of the tractor propellers. The running systems of tractors during the period of pre-sowing tillage and sowing cover with traces from 30 to 80% of the field surface. Some sections of the field are exposed to 3-9 times the impact of propellers [1, 2].

MATERIALS AND METHODS

A harrow with active teeth has been developed at the Karakalpak Institute of Agriculture and Agrotechnology [3]. This tooth harrow is designed for crushing soil clods after ploughing when preparing the field for sowing.

The working section consists of rows of teeth fixed to a common mesh frame. And the working section itself is connected to the harrow frame with the help of tensioned cylindrical springs from the front and rear sides of its frame (Fig. 1).

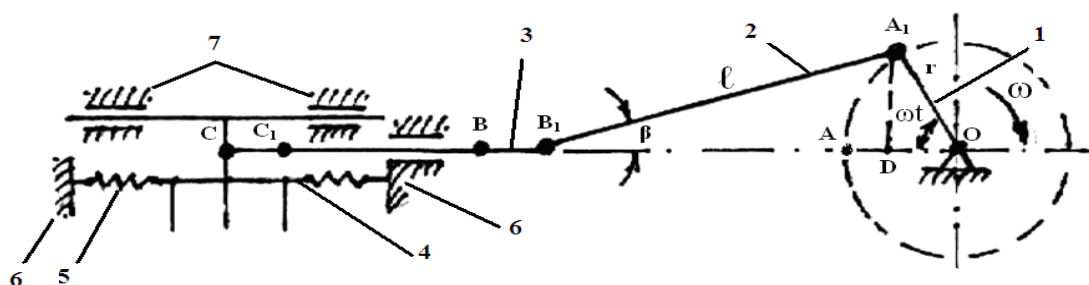


Fig. 1. Schematic diagram of a harrow with active teeth:

1 crank; 2-rod; 3-pusher of the working section; 4-working section with active teeth; 5-springs; 6 harrow frame; 7 guide bushings.

As a driver of the working section, a central crank mechanism is used. Let's explore the working process of the toothed harrow.

During the operation of the unit, the working section of the harrow makes a harmonious oscillatory movement with the help of a crank mechanism. In this case, each tooth of the harrow impulsively hits the soil clods.

Consider the impact process of one tooth on soil clods. The impact process is usually divided into two phases [4]: in the first phase, the relative velocity decreases, and in the second, it increases. The greatest force arises at the moment of completion of the first phase when the projections of the velocities of the colliding points on the normal to the surfaces at the point of impact are equal, and the deformation of the surfaces is the greatest. The maximum force is obtained from the expression.

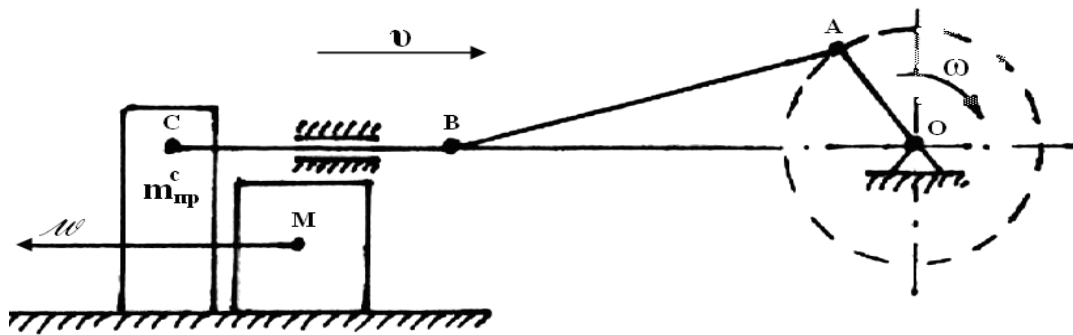
$$\Delta T = A, \quad (1)$$

where: ΔT is the kinetic energy expended in the first phase of impact;

A – the work of deformation of elastic links as the force increases from 0 to P_{max} .

We find the value of ΔT under this assumption, we consider that there are gaps in the hinges of the crank mechanism, and the pusher is rigidly connected to the working section. Therefore, the impact is experienced, first by the pusher with the working tooth, and then - after the gap is sampled - by the rest of the mechanism.

Let us determine ΔT of the crank mechanism with a pusher. A pusher with a working tooth at a speed v hits a lump of soil with a mass of M (Fig. 2).

Fig. 2. Scheme for determining the kinetic energy ΔT of the mechanism

Denote by m_{np}^c bringing to point C the mass of the mechanism with a working tooth. We calculate this mass, as usual, from the condition of equality of its kinetic energy and the energy of the mechanism. The equation of motion of the mechanism under the action of the impact force P (neglecting the rest of the active forces) has the form

$$m_{np}^c W_c + \frac{1}{2} v_c^2 \frac{dm_{np}^2}{dS_c} = P. \quad (2)$$

The second term on the left side of the equation is discarded when determining the motion in the event of an impact. Then the impact force from the reduced mass of the mechanism with one working tooth will be

$$m_{np}^c \cdot W_c = P. \quad (3)$$

The impact force of the total working section of the harrow will be

$$nm_{np}^c \cdot W_c = P.$$

where: n is the number of teeth of the working section.

We determine the kinetic energy expended in the first phase of the impact. At the end of the first phase of impact ($t = r$), the speed of the pusher with one working tooth:

$$v^1 = v - W_c \tau = v - \frac{P\tau}{m_{np}^c}. \quad (4)$$

Mass velocity $Matt = \tau$

$$v'' = \frac{P\tau}{M}. \quad (5)$$

Equating v^1 and v^{11} , we find the magnitude of the shock impulse in the first phase of the impact

$$S_1 = P\tau = v\mu; \quad \frac{1}{\mu} = \frac{1}{M} + \frac{1}{m_{np}^c}. \quad (6)$$

Substituting the value of S_I into formula (5), we obtain

$$v'' = v' = \frac{v\mu}{M} = v \frac{m_{np}^c}{M + m_{np}^c}.$$

Consequently

$$\Delta T = \frac{1}{2} m_{np}^c \cdot v^2 - \frac{1}{2} (m_{np}^c + M) v^2 = \frac{1}{2} m_{np}^c v^2 \frac{M}{M + m_{np}^c}. \quad (7)$$

Thus, the kinetic energy expended in the first phase of impact, which is equivalent to the work performed, depends on the reduced mass m_{np}^c mechanism with a working body and the mass of the soil lump M , as well as the speed v of the working body.

Determine the destructive speed of impact. For the material (soil clod) to collapse, the impact must occur at a speed exceeding the limiting speed for elastic deformations, equal to the speed of propagation of vibrations in this material [5].

The material is destroyed if the external forces applied to it exceed the internal cohesive forces of the particles of the material.

It is known that the breaking stress

$$\sigma_{раз} = \frac{Ea}{D}, \quad (8)$$

where: E – the modulus of elasticity of the soil clod, Pa;

a – the value of elastic deformation, m, (Fig. 3), (the soil clod is conventionally taken in the form of a ball);

D – the diameter of the stressed part of the lump, to which vibrations propagate, m.

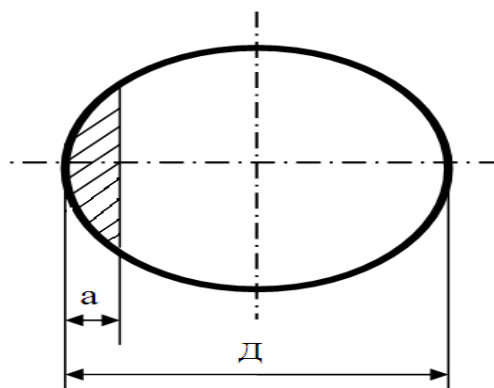


Fig.3. Scheme of elastic deformation of a soil clod.

The soil clod is taken as a brittle material, then the breaking stress will be greater than or equal to the tensile strength of the material

$$\sigma_{раз} \geq \sigma_{np,np}. \quad (9)$$

The values of a and Δ are found by the formulas:

$$a = v\Delta t \text{ and } \Delta = c\Delta t \text{ Error! Bookmark not defined.}$$

where: v – impact speed; Δt – the impact time; c – e speed of vibration propagation.

The value of c is determined by the formula

$$c = \sqrt{\frac{E}{\rho}},$$

where ρ – the density of the soil clod, kg/m^3

Сопоставляя вышеприведенные формулы, находим разрушающую скорость удара.

$$v_{\text{разр}} = \sigma_{\text{разр}} \sqrt{\frac{E}{\rho}} / E \quad (10)$$

Thus, for the material to fail, the impact must occur at a speed exceeding the speed v for elastic deformations.

The working section of the toothed harrow makes oscillatory movements with the help of a crank mechanism. The main parameters and modes of operation include the length of the crank radius r , the ratio of the length of the crank radius to the length of the connecting rod - r/ℓ , the crank rotation frequency n and the speed of the destructive impact $v_{\text{разр}}$.

It has been established that in order to reduce the inertial and normal forces arising in the working section when it performs a harmonic oscillation, it is advisable to take the ratio of the length of the crank to the length of the connecting rod within $r/\ell = 0,23 - 0,30$ [6].

From design considerations, we will take the length of the crank radius $r = 40$ mm. If the ratio r/ℓ we take within the specified limits, i.e. equal to 0.25, then the connecting rod length should be $\ell = 160$ mm.

The crank rotation frequency n can be found from the relation

$$v_{\text{разр}} = \pi \cdot r \cdot n / 30 \quad (11)$$

We determine the numerical values of $v_{\text{разр}}$ and n .

To do this, we use the data of [7]:

$E = 1,9 \cdot 10^6$ Pa – lump elasticity modulus;

$\rho = 1050 \text{ кг/м}^3$ – is the lump density.

According to equation (9), we have

$$\sigma_{\text{разр}} = \sigma_{\text{нр.нр.}} = 11 \cdot 10^4 \text{ Pa.}$$

Then

$$v_{\text{разр}} = \sigma_{\text{разр}} \sqrt{\frac{E}{\rho}} / E = \frac{11 \cdot 10^4 \sqrt{1,9 \cdot 10^6 / 1050}}{1,9 \cdot 10^6} = 2,4 \text{ м/с.}$$

Crankspeed

$$n = \frac{v_{\text{разр}} \cdot 30}{\pi \cdot r} = \frac{2,4 \cdot 30}{3,14 \cdot 0,04} = 576 \text{ об/мин},$$

where: $r = 0,04$ m- previously accepted length of the crank.

CONCLUSION

Thus, for effective destruction of the soil clod, the destructive speed of the working section with teeth must be at least 2.4 m/s, and the crank rotation speed must be at least 576 rpm. In this case, the length of the crank should be equal to 0.04 m, and if the ratio of the crank to the length of the connecting rod is 0.25, then the length of the connecting rod is 0.16 m.

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AN ETHNO-HISTORICAL STUDY ON TRADITIONAL SOCIAL INSTITUTIONS OF THE NAHS: FAMILY, CLAN, SLAVERY, SOCIAL STRATIFICATION

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ABSTRACT

In Nah family, father is regarded as the head of the family. The family is based on patriarchal system. They prefer nuclear family system. However, in the olden times, they preferred joint family system. But gradually, joint family system is disappearing as of now. Also, the Nah society is divided into four clans so called- Chader, Hapi, Hari and Tissi respectively. Again these clans are divided into various sub-clans. In addition, it is revealed from the present study that slavery system was prevailing in earlier days. Due to the slavery system, the society of the Nahs was divided into two social groups namely- Nahs (the master) and Solung (the slave). However, in recent times, the slavery system and social stratification have totally vanished in Nah society due to governmental interferences. It is interesting to note that the Nahs of Taksing circle are very similar to other tribes of Arunachal Pradesh. Especially, they share lot of commonalities with Nyishi, Tagin and Monpa tribes of Arunachal Pradesh. With this background, the present study makes an attempt to provide an ethno-historical account on family system and clans of Nahs. Further, it endeavours to give an ethno-historical account on social stratification and slavery in Nah community.

KEYWORDS: *Arunachal Pradesh; Clan; Family; Nah; Slavery and; Social Stratification*

INTRODUCTION

Family, clan, social stratification and slavery are some imperative features of human society. These societal components are seen as the important aspects on which a social institution of a particular community is built on. The family is not a mere association but also an institutional complex or system of institutions. The family, especially the nuclear or individual family, is the most basic social group and of primary importance in the socialization of the young. It consists ordinarily of a man and woman permanently united with children. Sometimes the parents of husband or wife also live together. In some societies even some servants were admitted as members of the household. Etymologically, the word Clan has been derived from the Latin word

Planta which mean a sprout, a plant, a family or a descendant. In literal sense, group of families with a common surname and a common ancestor, acknowledging the same leader or group of people united by common characteristics, aims, or interests may be understood as clan. Also, social stratification is the ranking of social groups in a hierarchy. Some forms of social stratification are castes, classes, and estates etc. Also, slavery is an extreme form of inequality in which some individuals are owned by others as their property. The slave owner has full control including using violence over the slave. A slave is a man who is regarded as the property of a person by the law and custom. In extreme cases he is wholly without rights. The slaves have no political rights he does not choose his government, he does not attend the public councils. Socially he is despised. He is compelled to work. The slavery system has existed sporadically at many times and places but there are two major examples of slavery. Firstly, the slavery societies of the ancient world in Greek and Roman. Secondly, the slavery era in southern states of United State of America in the 18th and 19th centuries.

The term, 'social institution' is somewhat unclear both in ordinary language and in the philosophical literature. However, contemporary sociology is somewhat more consistent in its use of the term. Typically, contemporary sociologists use the term to refer to complex social forms that reproduce themselves such as governments, the family, human languages, universities, hospitals, business corporations, and legal systems. A typical definition is that proffered by Jonathan Turner, "a complex of positions, roles, norms and values lodged in particular types of social structures and organizing relatively stable patterns of human activity with respect to fundamental problems in producing life-sustaining resources, in reproducing individuals, and in sustaining viable societal structures within a given environment". Again, Anthony Giddens says "Institutions by definition are the more enduring features of social life." He goes on to list as institutional orders, modes of discourse, political institutions, economic institutions and legal institutions. The contemporary philosopher of social science, Rom Harre follows the theoretical sociologists in offering this kind of definition "An institution was defined as an interlocking double-structure of persons-as-role-holders or office-bearers and the like, and of social practices involving both expressive and practical aims and outcomes¹.

Social institutions also need to be distinguished from more complex and more complete social entities, such as societies or cultures, of which any given institution is typically a constitutive element. A society, for example, is more complete than an institution since a society at least as traditionally understood is more or less self-sufficient in terms of human resources, whereas an institution is not. Thus, arguably, for an entity to be a society it must sexually reproduce its membership, have its own language and educational system, provide for itself economically and at least in principle be politically independents².

OBJECTIVES

This study makes an attempt to-

1. Provide an ethno-historical account on family system and clans of *Nahs*.
2. Provide an ethno-historical account on social stratification and slavery in *Nah* community.

RESEARCH METHODOLOGY

The present study is purely ethno-historical in nature. Historical data have been collected with help of different tools and techniques. During field survey, the data have been collected from

both primary and secondary sources. To collect primary data, different archives have been surveyed. To corroborate the archival data, extensive field work were conducted at various *Nah* inhabited area. Research techniques like interview and participatory observation method have been employed. Modern research tools and gadgets like still camera and video camera have been used in documentation of field data. Altogether, 140 sample respondents comprising of priest, Gaon Buras, village leader, Panchayat leaders and educated people of the *Nah* community have been selected for interview keeping in view of different age groups and sections of the society. The scholar has adopted both structured and unstructured method to collect indebt information from the respondents. During the field study, researcher has adopted anthropological approach by participation and close observation of the rituals and other ceremonies of the community. For secondary data, various magazines, newspapers, journals, thesis, dissertations and other unpublished information etc have been referred to. Besides, internet has been extensively used while collecting secondary information.

DISCUSSION

The people of Arunachal Pradesh are most close to nature. Their living, economy, society, culture music, art traditions religious etc. are all depending upon the nature. Their social system is framed on the simple norms, to the extent the human sense can think in terms of their nature habits and habitats. The fact is that the tribal culture is established by the direct imitation of the nature, the custom and tradition are directly related to the natural habitat and environment. The norms related to these aspects are not very complex but art defined in terms of circumstance prevailing around. The social norms make them follow the realistic way of life. Their social customs and traditions are based on the consideration of realistic values. In dealing with such aspects, the norms will never go beyond which these can't be justified by the natural requirement of materials and circumstantial factors. Some of the important factors, which have determined structural pattern of the village, the formation of regional and other bigger units and inter relations of the village with those units, are follows;

1. Natural conditions like relief, configuration soil, water and others ;
2. The stage of agrarian economy,
3. The nature of social conditions such as needs of defense forms of property and others.

This distinction is vital from the point of view of the study of the entire social life of the community. The members of a community who dwell in village have generally stronger social urges, exhibit a stronger feeling of social cohesion, and posses greater ability for cooperation than those who are dispersed and live on their farms. Each type of habitat furnishes a different farm work for social life². Social Institution would consist of the inter-relations between particularly types of groups, viz. those groups which make social life possible³; the family, clan, etc are example of such groups.

The tribal societies in the *Nahs* are organized on the basis of clan or village, and the social relations are determined by kinship and locality. Despites social and cultural differences, there are some factors common to all the tribes. As a matter of rule, each of the tribes is endogamous, and is divided into a numbers of clans, which are exogamous, that is to say, marriage is legitimate within the tribe, but not within clan. In fact, clan is very important element in the institution of tribes' society, and a breach of clan rule is a serious offence. It is also plays a very important role in regulating. Marriage within or sub-clan is strictly prohibited, and anybody

violating this rule is never allowed to go without punishment. Society is patriarchal, monogamy is the general rule but polygamy is recognized. Some aspects of social institution of *Nahs* are discussed under following heads:

A. Family

Likewise, all the tribes of Arunachal Pradesh are patriarchal. Father is normally the head of the family. The tribes are also patrilineal whereby descent is traced through the males. All over the state the smallest unit of the society is the family. In some cases, joint family system is also found. The family consists of father, mother and their children. Normally, the right of inheritance to property devolves through the male member of the family.

Among the *Nahs*, the family is called “*Nime or Nam*”⁴. They preferred joint family system. Family was the smallest social unit comprising of men with his wife and children. They prefer this, because joint family system helped them in agriculture and other manual works and also to maintain family system properly⁵. Besides, they follow joint family system because of their emotional attachment with each others⁶. They did not like to move away from their family and settle down separately by establishing a new house. Even after the death of the father, the family does not break up as a general rule but continued to live in the same house⁷. Sometimes, with the increase of the family members and with the varied interest there may be arguments and quarrels among them. The limited accommodation in the house, which has only one fire heart, caused inconvenience which led to establishment of a new family⁸.

The head of the family was the father, who has to look after the affairs of the family. He has full responsibilities for smooth functioning of the family in every angle. He looks after the economic needs of the family, settlement of marriage problems, various social and religious activities, and agricultural activities of the family. Over all responsibilities of the family, goes to the father as the head of the family. He has to advise to his married and un-married sons and daughters in various occasions. All the family members have to respect and obey the commands of the father⁹.

After the death or in absence of father, the eldest son takes the charge of the father. Mother or the eldest daughter does not take the charge of the headship of the family in the *Nah* society. All the members of the family have to show respect and obey the eldest son including mother. All the younger brothers and sisters have to obey the command of the elder brother. All the manual works are done by both male and female folk. There is no division of works. Both male and female of the family jointly carry out the agricultural activities, collection of fire woods, cash earning, gathering, gardening etc. but fishing and hunting are done by male folk only.

In the family system of the *Nahs*, the son after getting married has to construct separate fire hearth within the same roof. Generally, they constructed separate house after married. There was no major reason behind it. Father continued to stay with his wife and un-married children. But in the old age, parents generally stay with either eldest or the youngest son, depend upon the love and affection.

During the field study it was revealed that the *Nahs* distribute the parental properties amongst the male children. In exceptional cases, due to the quarrel in the family, they insisted on the division of the family property. Their father gives them separate plots of land for cultivation and they built their own granary¹⁰. In the initial stage, under such circumstances, the relations between the brothers and between the sons and their parent remained strained. Though they live in the same

village, they do not care to visit each others. This strained relation could not last long. Soon the artificial walls of separation and bitterness crumble down. Death and marriage in any of the families, festivals, rituals etc. bring them together. Ties of blood did not allow them to remain away from kin on such occasions¹¹. The parents take the charge of distribution of properties, both movable and immovable equally to their sons. All the parental agricultural land was distributed equally. All the domestic animals such as *Yaks*, *Pla*, *Sene*, *pigs* and birds (poultry) were also distributed equally to the sons. Daughters got only share of their mother's ornaments such as *Tarkoji* (precious bangles) or *Koji* (bangles), *Rognik* (ear rings), *Tassang* (necklaces) etc. Daughters also get the share of traditional female dress and utensils from parents. Sometimes, the rich parent gift one or more *Yak* and *Sene* to their daughters as a token of love, but it is not compulsory in their culture.

B. Clan

A clan is a category or a group of persons having a definite status in society which permanently determines their relation to other group. The relative position of the clan in the social scale arises from the degree of prestige, mightiness and superior or inferior attached to the status. The clan system is like a *Gotra* system of Hindu religion. In some cases, the clan is defined as a group of peoples having different origin and migration, but living in same area or villages. Further, the clan is also defining as the agent by which the people can maintain their matrimonial relationship. In Arunachal Pradesh, clan playing an important role in the field of politics, social affairs as well as to maintain matrimonial relation¹².

Hence, Individuals, both men and women, inherited their clan membership from their fathers, as well as their surnames. They perceived their clan as their extended families, and all the members of a single clan regarded each other as "cousins." From this fundamental perception came the ironclad rule that one must marry outside the clan. To marry someone of the same clan amounted to incest. While clan incest did not produce the same degree of anathema as brother-sister or parent-child incest, it sufficed to evoke outrage, scandal and criminal sanctions. The clan as also served important economic and cultural functions, both in terms of mutual aid, training youth and collectively maintaining the rituals of the life cycle¹³.

Among the *Nahs*, the clan is the most important element in the society. The *Nah* society is divided into four clans viz. *Chader*, *Hapi*, *Hari* and *Tissi*. They call the clan as "*Ngilling*". The clan system of the *Nahs* is exogamous in nature. To put in other words, it was and still is, considered as a serious crime to marry within the same clan. Inter clan marriage is not encouraged in the *Nah* society and violation of this rule is viewed very seriously. In fact, the *Nah* clan rule can be compared with the Hindu System of *Gotra* in which the male and female of the same clan is considered as brother and sister and do not marry. In the *Nah* society the breach of the clan rule is a social calamity. The *Nahs* are strict in the clan rules¹⁴.

The main characteristic of the clan system of the *Nahs* are confine on the marriage system and mutual relationship. All the clans are not differing from each other in economic, social and political aspects. All the religious rituals and ceremonies are same to them. All the economic difficulties or profits are shared by them. The only difference is that, they do not marry from same clan. They regard the members of the same clan as brothers and sisters and marry from other clans. As per the observation during field study, they respect and have mutual understanding with the same clan. If any problem arises, may be marriage, death or dispute, the

clan member always safeguard each other. They always ready to make any sacrifice for the sake of their clan¹⁵.

C. Sub-Clan

During the field study, it is found that the *Nahs* are again divided into various sub-clans. Accordingly, the *Chader* clan which is the largest clan in the area is divided into three sub-clans viz., *Dengri*, *Derin* and *Dersi*. Likewise, *Hafi* clan is divided into three sub-clans viz., *Hima Namlo*, *Hiji Namlo* and *Hider Namlo*. It is known that, other sub-clans of *Hafi* clan including *Hider Namlo* are now in Tibet (China). *Hari* clan has two sub-clans viz., *Finte Namlo*, *Ria Namlo* and *Rikang Namlo*. *Tissi* clan is divided in three sub-clan like *Rape Namlo*, *Chansi Namlo* and *Jangro Namlo*. According to the mythology of the *Nahs*, the three men named *Chader*, *Hafi* and *Hari* first came to *Taksing* valley. *Tissi* followed them and came later in this area. Thus, the *Nah* generation evolved from these four men¹⁶.

As per the field study, it is found that some other tribes intermixed with the *Nahs* and called themselves as *Nahs*. They are *Tai*, *Bai*, *Barum*, *Tarba*, *Nade*, *Solung* (*Puroik*), *Hiba* etc. Though they call themselves as *Nahs*, they have no mythological relation with the *Nahs*. They are settled in the *Taksing* area and also participate in all the social, political, economic and religious occasion with the *Nahs*. Therefore, the clan system of the *Nahs* is based on absolutely Patriarchal and unilateral. In the *Nah* society, the clan group is strong and they always try to protect their clan from any danger¹⁷.

The *Nahs* of *Taksing* circle are very cool and peace loving people. They do not discriminate the other clans. They regard and have respect towards other clan. They live together in harmony and share all the sorrow and happiness. Thus, there is no any social stratification amongst the clans. Though *Chader* clan is the largest clan, but they do not discriminate the other clan. Likewise, though the *Tissi* clan is the smallest clan, but they enjoy equal status in the *Nah* society. Therefore, they do not have ideas and knowledge of the stratification in society.

D. Slavery

History of slavery system is old as human being itself. From the time immemorial, Kings, nobles and the rich people had thousands of slaves. Powerful and strong men had dominated the poor people as their slaves. These slaves had served their master till their death, and also their generation had to serve the generations of same masters. The poor and weak people were made slaves by warfare and raids and by other more variable events as penalty for crimes, or compensation for indebtedness, purchase etc. A slave is regarded as a living something not someone, when he is owned by another man¹⁸.

Slave or slavery system prevailed in the *Nah* society in the very past time. The area of *Nahs* lies between the neighbouring tribes like *Tagins*, *Nyishis* and Tibetans. The area of the *Nahs* was the main trade route between *Tagins* and *Nyishi* with Tibet. So, *Tagins* and *Nyishis* traded with the Tibetans for cloths, Dao, ornaments and especially for salt. According to the informant, it is said that, the *Nahs* were prosperous and richer than that of *Tagins* and *Nyishis* before independence or before 1962 Indo-China war. Because, being settled at the trade route, they collected taxes from *Tagins* and *Nyishis* pass through their areas. The *Nahs* also had trade relation with the neighbouring tribes. There was no money system, only barter system was prevailing. Salt was available in the *Nah* area. So *Tagins* and *Nyishis* brought slaves to exchange salt. *Solungs* were

slaved and bartered to the *Nahs*. *Nahs* paid pig or salt to the *Tagin* and *Nyishis* in barter. Still there are many families of *Solungs*, not as slave, but as one of them¹⁹.

Slaves were very useful for *Nahs* in various activities like in agriculture, domestic, hunting, fishing; firewood carrying etc. The rich *Nah* people bought slaves to show their wealth and pride in the society. During marriage, the rich people sent two or three slaves with his daughter to look after the works of the bride in her husband's family. If the bride's family was rich, a good number of slaves were sent to show their richness. Besides, if the marriage demand is high and it could not be met up by the bridegroom, then slaves were sent instead of properties. Gradually, time has changed after India's independence. Due to political interference of the government in the area, slavery system has declined. As per observation, at present, the system of slavery has completely vanished away in the study area²⁰.

E. Social Stratification

Men are essential equal, but differ from one another in many non-essential qualities which belong to the physical, moral or intellectual orders. In human life, inequality in accidental is as common as equality in essentials. But these differences do not constitute by themselves any social problems, unless large number of men is affected by them developing thereby some common interest and loyalties which distinguish them from other categories or group of men. Stability in the group thus formed is another requisite for social stratification.

As per interview with Mr. *Logu Chader*, lone Political Interpreter of the area, it is known that in the earlier days there prevailed a social classification. That was between the slaves and the masters. The society of the *Nahs* was divided into two groups viz; the Masters (*Nahs*) and the slaves (*Solungs*). The masters regarded themselves as superior and treated slaves as inferior. But all the clans of the *Nahs* like *Chader*, *Hafi*, *Hari* and *Tissi* were regarded as equal in status from the beginning. There was no classification amongst the *Nah* peoples. But all the *Nah* clans treated slaves as lower class. Time has changed after independence of India. Due to political interference of the government in the area, social classification came to decline. As per observation, at present, the division of society is completely vanished. Slaves have now changed their surname and taken the surname of their masters. Politically and socially, they are now freemen and enjoying equal rights. They have constructed their separate houses, own separate lands and properties. Some of them are now richer than even their masters. But psychologically, the existence of social stratification is still found, because, if dispute arises between the original *Nah* people and the *Solung Nah* (after surname changed), original *Nahs* use to humiliate the *Solungs*. But in practical, there is no social classification in *Nah* society now²¹.

CONCLUSION

To sum up, *Nahs* are peace loving peoples. Father is regarded as the head of the family and the family is based on patriarchal system. They prefer nuclear family system. In the past days, they preferred joint family system. But gradually, joint family system is disappearing as of now. Because, the joint family system created some misunderstandings amongst the members of the family. Under joint family system, they constructed long house with three to four fire hearts, where all the family such as father with mother and un-married children and all the married sons have separate fire hearths. These types of joint family system are now disappearing. The *Nah* society is divided into four clans and again these clans are divided into various sub-clans. Also, they are always ready to defend their clan from outside dangers. It is revealed from the present

study that slavery system was prevailing in earlier days. Due to the slavery system, the society of the *Nahs* was divided into two social groups. Now, both the slavery system and social stratification have totally vanished, due to the interference of the government. In addition, it is unveiled from the study that like other tribes of Arunachal Pradesh, they also bury their dead bodies. They believe in malevolent and benevolent spirits too. They also believe that unnatural death is an act of malevolent spirits. They offer various sacrifices to the spirits to appease or for their welfare. However, health and hygienic status of the *Nah* villages is very low. It is found to be dirty and barely take up cleanliness drive around the surrounding of their houses and villages. Nevertheless, the *Nahs* of *Taksing* circle are very similar to other tribes of Arunachal Pradesh. Especially, they share lot of commonalities with *Nyishi*, other groups of *Tagin* and *Monpa* tribes of Arunachal Pradesh.

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MEMORY TRAINING TECHNIQUES FOR SIMULTANEOUS INTERPRETATION

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ABSTRACT

This article conducted with how to improve memory training while being busy with simultaneous interpretation and its developing ways. There is given examples and effective ways of improving short term memory that is essential for translators. Also types of memory is researched in this work including its working process.

KEYWORDS: *Simultaneous Interpreting, Abidule, An Interpreting Booth, Short-Term Memory, Sensory Memory, Segmentation, Interpreting Process*

INTRODUCTION

A translator is someone who can orchestrate an accurate and understandable conversation between people who do not share a common language in a real time situation. In a world that's become a global village, the need for a translator is vital to help bridge the communication gap between individuals who conduct the affairs of governments, corporations, and research, educational and other institutions. In most instances, the translation is needed as quickly as possible during a summit or at a conference as it's happening, and this is accomplished through the use of a highly skilled interpreter by what is known as the method of simultaneous interpretation. This is a very short description of simultaneous interpreting for the non-initiated, and it does not claim to cover everything. There are a large number of books and sources that have been written on the subject, where much more detailed information can be found.

Simultaneous interpreting is a mode of interpreting in which the speaker makes a speech and the interpreter reformulates the speech into a language his audience understands *at the same time (or simultaneously)*. Simultaneous interpreters work in an interpreting booth (though they may also be using a *bidule* (portable interpretation equipment without a booth) or whispering (chuchotage). All of the skills mentioned under consecutive interpreting apply to simultaneous. [2.35-36p]

This is how simultaneous Translation is done. And, although this all may appear to happen "simultaneously", in actuality the translation is performing complex multi-tasking at a lightening pace. It's no wonder, with the intensity of focus and concentration involved that it's been compared to that demanded of air traffic controllers. [5.78-89p]

Here is how the process works:

- Source language listened to
- Comprehended

- Semantic analysis performed
- Inner short term memory operations and transformations performed
- Target language generated
- Self-monitoring and correction applied
- Target language spoken

Or three main actions are done in the process and also essentially the same:

- 1) Listen actively (understand)
- 2) analyse (structure the message)
- 3) Reproduce (communicate)

The difference with consecutive interpreting is that in simultaneous interpreting all the things need to happen *at the same time (or simultaneously)*. This means that besides the skills listed under consecutive interpreting – i.e. a special way of listening, prioritising information and distinguishing between primary and secondary information, activating short-term memory, communicating – a good simultaneous interpreter also has to be able to *anticipate* what the speaker may say (especially when the language spoken by the speaker has a very different syntactical structure to the one it is being interpreted into). The ability to remain calm under pressure, and be resilient to stress is even more necessary in simultaneous as well.[2.67p]

The active language of the interpreter is also under more pressure in simultaneous, as he is speaking at the same time as listening and analysing. So the need for excellent mother-tongue or active language skills is even keener here than in consecutive as well. The possibility of 'interference' from the passive (heard) language to the active (spoken) language is also greater in simultaneous, so interpreters have to pay more attention to their output. This might mean getting away from the original syntax, chopping up long sentences into short ones and avoiding 'false friends'. This explains why trainee interpreters learn consecutive interpreting first, as that is where they learn the key skills necessary for interpreting. Simultaneous interpreting uses the exact same skills but with some added layers of complexity and difficulty.

All of these different skills need to be learnt. You are not an interpreter just because you happen to speak more than one language; it is much more complex than that. There are a large number of universities that offer courses in conference interpreting. For simultaneous interpreting there are a good number of resources listed (non-exhaustive) on this platform as well: Speech Repository (for practice speeches), DG Interpretation training material, ORCIT.[2.web pages]

Simultaneous interpreting is primarily used in formal or large group settings, where one person is speaking in front of an audience, rather than in conversational environments. These events can include: Diplomatic conferences. International conventions. A classic example of simultaneous interpreting is a United Nations conference. At these meetings, it is common to see world leaders wearing headsets. While the main speaker is delivering his/her speech instantaneously, it is being interpreted to the recipient of that target language who is wearing a headset. The translating process related to memory because of it is occurred the same time while we are listening and than speaking. Ever since the 19th century, memory has been classified as long-term or short-term. This difference was explored in more depth in 1968, by the Atkinson-Shiffrin memory model, that suggests that human memory involves a three phase sequence:[6.98-99p]

1. **SENSORY MEMORY:**the senses have limited ability to store information about the world without processing it for less than a second. For example, vision has iconic memory for visual stimuli like shapes, sizes, colours and location, but does not give these meaning.
2. **SHORT-TERM MEMORY:**our short-term memory is where most information processing takes place. It is where we try to give meaning to what we see and what we hear, converting this information into something significant, filling the blanks with elements from long-term memory. At this stage, information is held for 15 to 30 seconds, more than enough for it to be reused.
3. **LONG-TERM MEMORY:**long-term memory allows for information to be held, not just for seconds, but for a lifetime. This memory seems to have unlimited capacity to store information.

EXERCISES FOR IMPROVING SHORT-TERM MEMORY

As mentioned, for short-term memory to work properly, an effective processing of sounds into known words and, afterwards, into portions of information, the effective storage of these portions and the retrieval, at the right time, of this information is required. The ideal would be to work on each of these aspects separately, but unfortunately this is not possible. So, the exercises we suggest here involve all of these aspects. Memory exercises should simulate the interpretation as best as possible, since the intention of these exercises are to improve memory for interpreting purposes. However, this kind of exercises should not involve bilingual activities, since these lead to different problems that the mind tends to focus on. It is highly recommended that the exercises be done alternately in both of the interpreter's languages. For the enhance of short-term memory, it is necessary to use short texts, where individual words may be analysed in context and retained as portions of information, instead of being retained simply as acoustic units. The exercises we suggest here may be used by an interpreter, a group of interpreters that work together or by a trainer that is leading a course in interpreting.

Activity 1 *shadowing*. *Shadowing* involves repeating what the speaker says, word for word, in the same language. Normally, the interpreter will be a word or two behind the speaker as one repeats what has been said. This delay may be increased as the interpreter becomes more comfortable. This exercise is often used in preparation for simultaneous interpreting, since it teaches the interpreter to listen and talk at the same time. It is also very good for memory development, since it forces the interpreter to store and recall small groups of sounds, words and chunks of information in a relatively short period of time. However, it is complicated by the fact that the speaker continues to speak while the interpreter is recalling a previous segment, forcing the interpreter to listen and speak at the same time. For this exercise, the texts used should be relatively small, but may increase gradually in size. If you work alone, record a text or use a speech from the television or radio. If you work in a group, one may read the text while the other repeats it.

Activity 2 is *attentive listening for key elements*

Careful listening is an important element for memory recall. If have not listened to something carefully, it will be impossible to remember later. First, attentive listening requires identifying a speech's key points. For example, you should be capable of listening to a short narrative or a descriptive text and answer the key questions "Who? What? When? Where? Why? How?" While it might not always be possible to answer these questions in every case, the ability to answer

most of them proves that you listened carefully to the key points. In this exercise, any descriptive or narrative texts may be used and you may record the text, if you're practising alone, or you may ask a colleague to read it, if working in a group.

Activity 3 is Visualization.

In any case, there are speeches that invoke visualisation naturally and the interpreter should be able to identify them and use visualisation to retain and recall. For example, court interpreters often have to interpret descriptions that were described by a witness (a place, a suspect, etc.). These descriptions are ideal for the use of visualisation to improve memory. Images should be visualised step by step and in sequential order, helping the interpreter recreate a whole scene. Visualisation exercises may be completed with oral recall or, in some cases, by drawing the images involved. In other words, recalling memories does not always have to be done through words. In this exercise, any descriptive or narrative texts may be used and you may record the text, if you're practising alone, or you may ask a colleague to read it, if working in a group.

Activity 4 is segmentation

This exercise is based on the concept that it is easier to retain a number of limited chunks with information than just one or two larger dense chunks. Segmentation involves breaking a larger chunk of information into two or more smaller ones.

This exercise can be performed using both oral and written texts and the segmentation can also be both oral and written. You should be able to read the sentence only once and, then, segment it. The texts should contain long sentences and dense information.

Exercise 8: recognizing incoherent or ambiguous messages

In general, incoherent and ambiguous speeches are hard to remember. This exercise aims to help you recognize incoherence or ambiguity in a speech, which is, in itself, also a way to recall the speech. After hearing a relatively incoherent and ambiguous text, you should be able to identify what aspect is incoherent or ambiguous and explain what makes it so. For example, in the sentence "João asked Miguel to sit still. Then, he got angry," we don't know if "he" refers to João or Miguel. Once the incoherence or ambiguity has been identified, it may be recalled and dealt with at the production stage of interpreting.[14.122p]

Exercise 9: remembering messages you disagree with or find offensive. Confirmation bias describes the tendency to favour information that confirms one's personal belief or hypothesis. People display this bias when they collect or recall information selectively or when they interpret information in a biased way. Even if someone tries to interpret evidence in a neutral manner, he or she may recall that information selectively. This effect is called "selective recall", "confirmatory memory" or "access-biased memory". In short, it is harder to remember information that goes against what we believe in.

One way to deal with such information is to put yourself in the speaker's place. In other words, take yourself out of the picture and identify with the speaker because, in doing so, you'll be temporarily bypassing your personal beliefs and prejudices, and assuming those of the speaker. To practise this exercise, start by summarising a controversial text and, then, move on to the freer shadowing with a twist.

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PSYCHOLOGICAL FEATURES OF REMARRIAGE

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ABSTRACT

The article deals with the psychological features of remarriages. The article is devoted to the problem of remarriage in our country, the presentation of the author's typology and characteristics of remarriages of various types, the socio-demographic characteristics of spouses entering into remarriage, the analysis of family situations of respondents before their remarriage, the motives for remarriage.

KEYWORDS: *Remarriage, Problems, Typology, Socio-Demographic Characteristics of Spouses, Family Situation before Remarriage, Motives For Remarriage.*

INTRODUCTION

Remarriage, which is understood as a union entered into by a person who was previously married, is a common phenomenon both abroad and in our country [1]. In foreign practice, the term “mixed family” or the so-called “second family” (lit. “step family”) is used to refer to such a marriage [2].

Today, according to American authors, about 50% of men and 33% of women remarry after a year from the date of official divorce, 75% of women and 83% of men - after 3 years [3]. As for women, more than half of divorced women with children remarry within five years of divorce and more than 3/4 of them remarry within 10 years. The high rate of divorce and remarriage means that almost half of the marriages are second marriages to one or two spouses. The average age of spouses in such couples is a little over 30 years old, and their children at this moment are in preschool or primary school age.

Remarriage is not uniform. We believe that the type of marriage is also of no small importance. E. P. Arnautova, in her works devoted to the practice of teachers working with parents and children from families of remarriage, proposed a classification of remarriages depending on:

- 1) The nature of the termination of previous marital relations;
- 2) The presence or absence of experience in marital relations;
- 3) The number of children born in a previous marriage;
- 4) Age difference between partners.

Our professional experience in personal, family counseling, testifies to the great influence on marital and child-parent relationships, the presence / absence of spouses living together with

children from previous marriages and the appearance of common children in a new family. These features were included in our proposed typology of remarriage. Thus, we distinguish 4 types of remarriage:

Type 1. A marriage in which one of the spouses does not have a child (children) from previous marriages and at the same time they do not have joint children. These are situations like: 1) a man who was not previously married and had no children marries a woman with children who is divorced, a widow, a single mother, but they have no common children. Option: husband, wife, child (children) of the wife from previous marriages; 2) a man who was previously married and has a child (children) marries a woman who was not previously married and has no children. This may be a widower, or a man whose wife left for various reasons, and then the new wife (stepmother) helps him raise his children. Option: husband, wife, child (children) of the husband from previous marriages; 3) a married couple where the man was married, had a child (children), left his family and began to live in a new marriage. Option: alone with his wife, without children.

Type 2. A marriage in which both spouses have children from previous marriages, but they do not have joint children. These can be situations like: 1) spouses have joined children and are raising them together (when a man is a widower or a man whose wife left with children for various reasons, and he married a widow with a child (children) or a woman divorced with a child or single mother). Option: husband, wife, children of the wife and husband from previous marriages; 2) a man left his family with children and began to live with a woman and her child (children). Option: husband, wife, child (children) of the wife from previous marriages. In a new marriage, the presence of a child from a previous marriage with a spouse is a satisfying circumstance of family life for them, especially when raising another child is not included in the family plans for various reasons.

Type 3. A marriage in which both spouses have children from previous marriages, and they have joint children born in a new marriage. This is typical for situations: 1) spouses have joined children and are raising them together (when a man is a widower or his wife left him with children) and the couple had children together. Option: husband, wife, children of the wife and husband from previous marriages + common child (children); 2) a man left his family with children and began to live with a woman and her child (children) and they had common children. Option: husband, wife, child (children) of the wife from previous marriages + common child (children).

Type 4. A marriage in which one of the spouses does not have a child (children) from previous marriages and at the same time they have joint children born in a new (repeated) marriage. These can be situations: 1) a man who was previously unmarried and had no children marries a woman with a child (children) and they have common children. Option: husband, wife, child (children) of the wife from previous marriages + common child (children); 2) a man who was previously married and has a child (children), marries a woman who does not have children, and they have common children. This may be a widower, or a man who was left by his wife and then the new wife (stepmother) comes to live with him and they have common children. Option: husband, wife, child (children) of the husband from previous marriages + common child (children); 3) a married couple, where a man left his family and children and began to live in a new marriage with a woman who does not have children from a previous relationship and they have common children. Option: husband, wife, common child (children).

It can be concluded that remarriage is a fairly common, but little studied phenomenon in our social life. Children are brought up in it, which makes their study especially relevant. Remarriage is not uniform. We have proposed a typology of remarriages based on 2 criteria: the presence of children from previous marriages in one or both partners and the presence / absence of common children in a new marriage.

Families based on remarriages differ in some psychological characteristics. At the same time, it should be borne in mind that each type of remarriage is associated with its own set of psychological problems that members of a new family may face. We highlight the following:

- Role uncertainty;
- Lack of common traditions or norms;
- Problems in establishing the boundaries of the new family;
- Problems in establishing close relationships with members of extended families;
- Difficulties in parent-child relationships if children from previous marriages enter the family;
- Burdening the remarriage with problems not resolved in the previous marriage.

It may take a long time for members of a blended family to adjust to a new situation. Role uncertainty in a family resulting from remarriage can lead to a variety of family-specific emotional problems. This is primarily due to the need to take on parental functions in relation to children who are not native, and to share these functions with biological parents, sharing with them powers and zones of influence. Parents who leave children from a previous marriage, due to the possible experience of guilt, often seek to establish a closer relationship with their stepson or stepdaughter. Often these processes are complicated by irrational ideas of partners about the nature of interpersonal relationships in a mixed family. The most common family myths about remarriage are:

- If a partner loves me, he will love my children;
- The spouse (wife) must love my children as their own;
- Stepmother (stepfather) will never love my child as his own;
- A child will never be able to love his stepmother (stepfather), since he must love his own father (mother);
- The child will suffer from the presence of a strange man (woman) in the family;
- Stepmother (stepfather) should not interfere in the upbringing of a non-native child;
- Remarriage is always more successful than the previous one;
- Each subsequent marriage is always worse than the previous one, etc.

The second marriage has its own characteristics. Usually, those who have gone through the divorce procedure often argue that love does not exist, that it is invented. Therefore, partners who have remarried no longer count on "eternal", romantic love and consider marriage from a pragmatic point of view. The choice of a new life partner is carried out thoughtfully, taking into account the advantages and disadvantages of each other, the compatibility of interests and needs. A man and a woman try to take into account and exclude those mistakes that were in the previous marriage, therefore they do not decide on a second marriage if they find the same or similar shortcomings in the candidate that the first spouse had. The basis of the second marriage is conscious sympathy, and not emotional enthusiasm, as in the first. Here you can practically

avoid disappointment, because there is experience in evaluating men and women, there is an opportunity to test each other for psychological satisfaction before marriage.

In a remarriage, in a mixed family, serious difficulties can arise that are natural in nature, and their worldly wisdom will help the spouses to cope with them. Family relations can be complicated by a number of deep and persistent contradictions: between old attitudes and the need to choose new ones; between the experience of a former life and new family relationships; between the habits that each of the spouses brings to the family, and the need to come to terms with them, or get rid of them. A contradiction may arise between marital and parental love if a child remains from a previous marriage. Often a family is hindered by a certain psychological barrier. When voluntarily or involuntarily comparing the former spouse with the new husband, it suddenly turns out that the former was better in some way. And in difficult situations, the spouses involuntarily begin to act, as in the previous family, by negative means, methods, according to an old habit.

The attitude of children to remarriage is determined by the age of the children, their gender, family history, relationship with the parent who marries, living together with him, the type of family education implemented in the family.

The highest adaptability to a new marriage is in children of early and preschool age, the lowest is in pre-adolescence and early adolescence. Younger children form an attachment to a new family member more easily, deriving clear benefits from associating with a new competent adult. Younger teenagers, on the other hand, are overly sensitive to the attempts of their stepfather or stepmother to perform an educational parental function, violently protesting against their demands. Hostility to the "alien", competing for the love and attention of the mother or father, previously inseparably owned by the child, is aggravated by the protest against attempts to limit their autonomy and independence, ignoring the emerging sense of adulthood. Older adolescents are tolerant towards a new marriage - distancing from parents associated with remarriage generally corresponds to their focus on autonomization from the family. The acceptance and encouragement of adolescent autonomy becomes the price of peace in the new family. In addition, older adolescents have their own resources of emotional support and coping with the problem they face - close friends, romantic relationships with the opposite sex. The first negative emotional reaction of a teenager to the news of marriage is replaced by satisfaction with his new, more independent and independent position in the family. Young men and older adolescents, due to their greater social and personal maturity, are able to decenter and take a position of understanding and empathy for the parent, overcoming the primary feeling of jealousy and discontent.

Girls were found to be less adaptable to remarriage than boys. There is opposition and resistance to the restructuring of the family with the inclusion of a stepfather / stepmother and even the development of antagonistic relationships. The jealousy of the mother for the stepfather experienced by the child often turns into hatred and contempt for the mother herself in the form of a defiant refusal to accept parents, isolation and withdrawal from the family. The remarriage of the girl's father, who introduces a stepmother into the family, is a textbook example of the actualization of the Electra complex, repeatedly described in folklore and fairy tales.

Boys more easily adapt to being included in the stepfather's family, finding in him an older comrade, friend, protector and often an object to follow.

Taking into account the fact that in an incomplete family, after a divorce, the relationship between mother and son is more difficult than the relationship between mother and daughter, the son can find in the stepfather an intermediary between himself and the mother, while the girl perceives the stepfather as a hindrance and competitor in her relationship with her. .

The relationship of children to the parent's spouse is largely determined by the genesis of an incomplete family. The maternal family is the most favorable option for remarriage. A child born out of wedlock, as a rule, even in conditions of an ambivalent attitude towards his stepfather, there is the creation of a complete family. If the divorce occurred a long time ago, the family managed to survive its consequences and entered the stabilization phase in its development, then the adaptation of children to a new family member who assumes the functions of a parent occurs quite well. It is difficult to restructure the role structure of the family in those cases when the divorce is not yet psychologically completed and the strong emotional dependence of the former family members on each other remains. If the remarriage was preceded by the loss of a parent, then the nature of the relationship will also be determined by the stage of grief and the type of attachment to the parent. However, one should not be deceived and build illusions about the prosperous future development of the child's relationship with the stepfather or stepmother if remarriage is concluded at the initial stages of the child's experience of loss. In relations with a new parent, a child may strive to compensate for the lost care and guardianship as a way to repress the experience of losing his own father or mother, which, of course, is an inadequate way to overcome the grief of loss and in the future can lead to a sharp destabilization of the family situation.

This refers to relations with parents who have entered into a new marriage, and with a parent living separately. Emotionally positive, friendly relations with a remarried parent, mutual trust and understanding, common interests, experience of cooperation and joint activities are the basis for the successful development of a new family. Of course, this does not guarantee a "cloudless" and conflict-free development of relations with the stepfather (stepmother), but creates the necessary prerequisites for the formation of a harmonious family. If remarriage is concluded under the conditions of divorce, then to a large extent the possibility of accepting a new family member will be determined not only by the degree of closeness, intensity and quality of communication with the natural father, but also by what position the divorced parent will take regarding the new marriage.

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**PEDAGOGICAL AND PSYCHOLOGICAL FUNDAMENTALS OF
DEVELOPING THE ABILITY OF SELF-ESTABLISHED SELF-
ASSESSMENT IN PRESCHOOL ADULT CHILDREN**

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ABSTRACT

This article analyzes the pedagogical and psychological basis of the development of self-assessment skills in preschool older children. It is also stated that the expansion of the types of activities that the child has mastered leads to the formation of a clear and reliable self-assessment.

KEYWORDS: *Preschool Adult, Self-Assessment, Types Of Activities, Personal Development, Adequate Self-Assessment, Self-Awareness, "I" Concept, Sexual Identity, Personal Qualities, Self-Analysis.*

INTRODUCTION

One of the most important indicators of an individual's personal and personal development is self-esteem. It determines the direction and nature of a person's relationships with others, their demands on themselves, their attitudes toward successes and failures.

Adequate self-assessment is a focused stimulus and regulator of behavior and activity in the formation of specific individual qualities. It has a set of functions, the most important of which is the function of regulating a person's relationship with society in self-awareness.

The self-esteem of a person formed in the pre-school adulthood is maintained for a long time, which allows him to create some conditions for change in case of violation of his adequacy and positivity. The process of adequate self-assessment, that is, the formation of a clear, stable attitude of the subject towards himself, is directly related to the problems of education, upbringing and development.

According to BR Djuraeva and HM Tadjibayeva, self-assessment is a process of personal formation and goes through certain stages of specific development [1]. The main contradiction that is the source and driving force for the development of objective self-esteem is the contradiction between the idea of self and self-esteem that arises in the form of approval or encouragement by other people, signs of success or failure. They, in turn, set new goals and objectives for the individual, determine the emergence of new needs at a higher level, and therefore perform an evolving function. In general, the mechanism of adequate self-assessment can be expressed as follows: self-knowledge comes from knowing one's own relationship with the outside world, other people, their relationships, and so on. In the early stages of self-

awareness, only the external, visible side of one's behavior is realized. Then the field of self-knowledge gradually includes feelings, interests, aspirations, a system of different motives, and so on. Knowing the characteristics of other people, their appearance in their activities and behaviors, the attitude of others towards themselves, a person interprets and interrelates these individual aspects of objective cognition, as a result of which he forms self-esteem. Thus, self-assessment is a specific result of self-awareness, reflecting the degree of its formation at a certain stage of an individual's development.

Three levels of self-assessment were identified:

First degree (highest). The highest level is characterized by the child's real self-assessment: the main direction in substantiating the child's self-assessment in terms of knowing their own characteristics; the child's ability to generalize the situations in which the assessed qualities are realized; a random attribute due to internal conditions; the deep and multifaceted content of self-assessment considerations and their use in mostly problematic forms.

Second degree (average). The average level is characterized by: inappropriate manifestations of adequate self-assessment; the child's self-assessment is mainly focused on the opinions of others, the presence of relatively narrow self-assessment feedback and their implementation in problematic forms.

Third degree (low). Low levels are characterized by: the predominance of the child's self-esteem; the lack of validation of self-assessment through substantiation of its emotional preferences and analysis of concrete evidence, random linking due to subjectively uncontrollable circumstances, the shallow content of self-assessment considerations, and their mostly simple use.

A comparative analysis of the functioning of the emotional and cognitive components of self-assessment allows us to conclude that the interaction of the emotional and cognitive components of self-assessment in preschool children is linear, not clear.

Adequate self-esteem allows the subject to be critical of himself, correctly linking his strengths to tasks of varying difficulty and the demands of others. Negative self-esteem is a low level of self-esteem, a sense of self-awareness, forming a negative attitude towards a person.

In self-assessment, the true self is compared to the ideal self, that is, the idea of what kind of person I want to be. In this case, a high degree of conformity of the real person to the ideal is an important indicator of pedagogical and psychological development [2].

In the process of adequate self-assessment, key components, such as goal setting, ideal self-reflection, should be sufficiently formed.

There are the following types of self-assessment: general and personal. Personal self-esteem is formed on a general basis through the design and development of components such as 'I am ideal', 'reasoning' and 'goal setting'. The ideal of "I" serves as a source of formation of human values, reveals ideas about their future. The discrepancy between real and ideal qualities is seen as a kind of contradiction between "I-ideal" and "I-real".

A 5-6 year old preschooler will be more independent of adult influences. By this time, his relationship with others has expanded and become more complex. It allows for a more complete and deeper understanding of oneself and an appreciation of it.

According to BS Volkov, a child develops under the influence of social relations and the assessments of others. Every new experience, new knowledge, skill acquired by the child is evaluated by others. As a result, the child begins to find the need to evaluate their own actions, to confirm the correctness or incorrectness of the truth they understand [3].

In preschool older children, independent self-assessment emerges in external assessment in relation to elements of their own image. It is a process of self-recognition in the child, which eliminates the instability of ideas about himself.

A significant change in the development of a preschool adult's personality is the transition from the subjective assessment of the other person to the assessment of his or her personal characteristics and inner state.

Observations and evaluative feedback from preschoolers to their peers are accomplished by not distinguishing any individual, characteristic features. Their value will be of a general, undifferentiated character. For example, "good", "bad", "smart", "stupid".

The content of self-assessment in preschool older children includes the reflection of specific characteristics, qualities, and capabilities. The experience of objective self-assessment is gradually accumulated due to the child's experience of figurative activity, interaction with adults and peers.

In preschool older children, self-esteem and self-awareness have an ethical-emotional character. The brightest positive assessment among the adults around is received by children who feel mutual respect, trust, affection. Comparing the self-esteem of a preschool adult in different types of activities, one can see its objectivity ("high self-esteem", "adequate self-assessment", "low self-esteem").

The accuracy of children's self-assessment is largely determined by the specificity of the activity, the appearance of results, knowledge of their skills and experience in their assessment, the degree of mastery of real assessment criteria in this area, the level of self-assessment. Thus, it is easier for children to self-assess in relation to his drawing on a particular topic than to assess his place in the system of personal relationships.

It was found that the status of the preschool adult, as well as his position in the group, also affects his self-assessment.

During the preschool years, children retain a generally positive self-assessment based on the unconditional kindness and care of adults. This helps preschoolers reinforce their ideas about their abilities. The expansion of the types of activities a child has mastered leads to the formation of a clear and confident self-assessment, which indicates his or her attitude towards the success of a particular action.

Preschool adulthood is characterized by the separation of a child's self-esteem from the assessment given by others. A preschooler's knowledge of the limits of his or her competencies occurs not only in communication with adults, but also in his or her own practical experience; children who have overestimated or underestimated ideas about themselves are more sensitive to the effects of adult assessment and are more easily given to them.

Communication with peers between the ages of three and seven plays an important role in a preschooler's self-awareness. Under the influence of assessment, a certain attitude towards other

children emerges and at the same time the ability to see oneself through their eyes develops. A child's ability to analyze the results of their own activities is directly related to their ability to analyze the results of other children. Thus, the ability to evaluate another person in communication with peers develops, which encourages the development of relative self-esteem. It represents the child's attitude towards himself compared to other people.

At the age of three or four, children's mutual assessments are more subjective and are often influenced by emotional relationships with each other. At this age, the child overestimates his or her abilities, knows little about his or her personal qualities and cognitive abilities, and often confuses specific accomplishments with high personal assessments. Given the communication experience developed at the age of five, the child not only knows about his abilities, but also has some idea of his cognitive abilities, personal qualities, appearance, responds appropriately to success and failure. At the age of three or four, children's mutual assessments are more subjective and are often influenced by emotional relationships with each other. At this age, the child overestimates his or her abilities, knows little about his or her personal qualities and cognitive abilities, and often confuses specific accomplishments with high personal assessments. Given the communication experience developed at the age of five, the child not only knows about his abilities, but also has some idea of his cognitive abilities, personal qualities, appearance, responds appropriately to success and failure.

Preschool older children justify their positive qualities in terms of the presence of any moral qualities. But even at the age of six or seven, not all children are able to adequately assess themselves. In the seventh year of a child's life, two aspects of self-awareness - self-awareness and self-awareness - are highlighted. Thus, as an adult reaches preschool age, the child experiences significant changes in terms of adequate self-assessment. The child draws a conclusion about his or her accomplishments: he or she notices that something is working better and worse.

By the age of five, children usually overestimate their abilities, and by the age of six and a half, they rarely praise themselves, although the tendency to brag persists. By the age of 7, most children evaluate themselves correctly and are aware of their abilities and success in various activities.

In addition to understanding their own qualities, preschoolers seek to understand the reasons for their own and other people's actions. They begin to explain their behavior based on knowledge and ideas gained from adults and their own experience.

At all ages, children demonstrate the ability to evaluate others more objectively than themselves. By the end of pre-school adulthood, a child's self-esteem, his or her valuable thoughts about others, will gradually become complete, deep, and detailed.

These changes are explained by the emergence (increase) of interest in the inner world of preschool children, their transition to personal communication, the acquisition of important criteria for assessment activities, the development of thinking and speech.

Another important indicator of the development of self-awareness in preschool is beginning to take shape. It is the perception that a boy or a girl belongs to the opposite sex, that is, sexual identity. Primary knowledge about this usually develops over a period of one and a half years. At the age of two, even if a child knows his or her gender, he or she cannot justify belonging to it.

By the time of pre-school adulthood, the child understands his or her gender and acts accordingly.

An analysis of the literature on self-assessment and the problem of self-development allows us to identify a number of specifics for preschool children:

1. The self-esteem of a preschooler is an unstable, situational phenomenon.
2. The dynamics of the formation of self-assessment skills in a preschool adult child is carried out in three main areas:
 - a) An increase in the number of personal qualities and activities assessed by the child;
 - b) The transition from external self-esteem to internal, personal self-esteem;
 - c) The strengthening of adequate self-esteem over time. This is manifested both in the elementary self-analysis of his previous actions and in his prediction of his future.
3. The mechanism of development of self-assessment skills in preschool older children is as follows:
 - a) Through separate types of generalized estimates;
 - b) Develop the ability to self-assess based on information about the quality of the outcome in solving certain problems by evaluating adults (parents, grandparents, teachers) who are important in the child's life, and then peers.
4. The most adequate personal self-assessment in preschool-aged children is recognized as overestimated, as a rule, compared to the realistic self-awareness characteristic of adults.
5. The self-esteem of a preschool adult is characterized by: integrity; lack of objectivity and validity; the existence of an overestimated level of claims.

Hence, the formation of personality is a complex and lengthy process. This continues under the direct influence of others, primarily adults raising the child. In the genesis of self-assessment in the early stages of personality formation, the child's interaction with adults is crucial.

Without knowing the characteristics of children's self-awareness, it is difficult to respond appropriately to their actions, choose appropriate reprimands or incentives, and manage education purposefully.

From the above, we distinguish features of the development of self-esteem in preschool older children:

- general positive self-assessment;
- the emergence of a critical attitude to self-esteem by adults and the influence of peers;
- A person's physical capabilities, skills, moral qualities, experiences and awareness of certain mental processes.

Thus, self-assessment is one of the manifestations of self-awareness, a component of the assessment of the concept of "I", an adequate assessment of an individual's attitude about himself, which can have different intensities, because "characteristics" feel more or less strong can cause feelings.

Self-esteem is manifested in the conscious judgments of the individual, in which he seeks to shape his own significance. However, it includes an evaluation element that is defined in any self-description by hidden or generally accepted norms, criteria and goals, ideas about achievement levels, ethical principles, rules of conduct, and so on.

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CONTENTS AND MODERN TENDENCIES OF IMPROVING STUDENTS IN THE FIELD OF SCIENTIFIC ACTIVITY IN THE FIELD OF PHYSICAL CULTURE

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ABSTRACT

This article focuses on improving the prospects of this field of education in the future through the positive implementation of scientific and creative activities of specialists who can meet the parameters of the implementation of scientific and creative work of students in the field of physical culture.

KEYWORDS: *Physical Culture, Student, Knowledge, Integration, Research, Modernization, Skill, Science, Competence, Research Activity, Parameter, Stage, Abstract, Independent Study, Course Project, Graduate Work.*

INTRODUCTION

In recent years, the country has been systematically working to improve the quality and efficiency of the education system, the formation of modern knowledge and skills in preschoolers, schoolchildren and students, close cooperation and integration between education systems and science, continuity and continuity of education. At the same time, the current state of the national education system is necessary to modernize it in accordance with modern requirements, to educate young people as highly educated, physically and spiritually healthy people, to increase the prestige of leaders and teachers of educational institutions. requires the implementation of consistent measures to create conditions [1]. This measure requires the formation of specialists with high knowledge and skills who are trained for each education system in the implementation of measures. It is also important to study in depth the scientific and creative aspects of their specialization in order to acquire high knowledge and professional skills.

According to LP Matveev, in the period of development of science, it requires specific scientific research, and thus active physical work in social life and physical education will provide the world with new knowledge aimed at ensuring good health, which is the role of physical culture in the social formation of society. of course of great importance [3]. From the above, it can be concluded that it is important to continuously reform the education of physical culture, to involve specialists trained in this system in scientific activities. Scientific activity in the education of physical culture, forms a person's professional skills and determines the cultural harmony and its value in the concept of "I".

The content and essence of the gradual implementation of the process in the organization of the process of scientific and pedagogical activity of students in the field of physical culture education of higher education should pay special attention to the formation of scientific and professional skills, as well as pedagogical skills of students. However, so far there is no scientific and creative pedagogical activity in the field of physical culture education, which has a systemic basis, including professionals working in physical education institutions.

The disciplines taught in the field of physical culture are inseparable from the system of pedagogical practice, and scientific activity is a coordinated process. Therefore, special attention should be paid to the formation of scientific and professional competencies of students in the field of organization of scientific activity in the disciplines and internships. In this regard, their scientific and creative skills, such as the collection, analysis, narration, adherence to procedures and requirements, summarizing and recommending materials, have a special place.

A competent approach to student research focuses on the implementation of the teacher's assignment on specific issues in the context of communicative responsibilities and assignments for students in libraries, in general, in the context of observation of classes with the audience or under the guidance of the teacher. This competence is interpreted as the ability of students to prepare for future communicative activities and is based on knowledge, skills and competencies in scientific and pedagogical activities. In the context of scientific and creative activities of students in the field of physical culture, special attention is paid to the educational components of scientific and professional competence. Indeed, in the process of educational development, a person understands the internal objective changes, his physical and mental formation [4]. Therefore, the most important thing in scientific research is the development of education. In particular, first of all, the person conducting research should pay attention to the level of development of the types of education. This feature is important in scientific processes and plays a special role in the defense of abstracts, independent educational work, course projects and graduate work.

Training of students in the field of physical culture under the guidance and direct supervision of a specialist, so that they can carry out scientific and creative work in a regulated manner and meet the requirements, ensures their bottom-up development in scientific activity. It is also necessary for professionals to understand the scientific activity of students in guiding their scientific and creative work, as well as to approach this process responsibly.

When specialists carry out scientific and creative work of students, they should pay attention to the following requirements:

- Independently carried out research work in professional activities and has sufficient experience in this field;
- knows the requirements for abstracts, independent educational work, course project and graduate work included in the content of scientific activity;
- has a component of orientation of students, understanding the nature of each process and the distinction of the abstract, independent educational work, course project and graduate work included in the content of scientific activity;
- can give instructions and recommendations to students on the organization of the research process;

- Students are able to put forward ideas for improving their research.

Thus, the specialists who can meet the above parameters can lead the further improvement of the prospects of this direction of education in the field of physical culture education through the positive implementation of scientific and creative activities of students.

From the very beginning of the course, students of physical culture begin to realistically master the content of both scientific and professional activities, with or without understanding of scientific activity. N.F. Talyzina defines the work performed in this process by the fact that the learners master the actions in a scientific, material way and are able to perceive the tasks performed in themselves and put them into practice [5]. In this case, it is important that students are engaged in scientific activities. His level of professionalism allows the student to master a specific program of scientific activity.

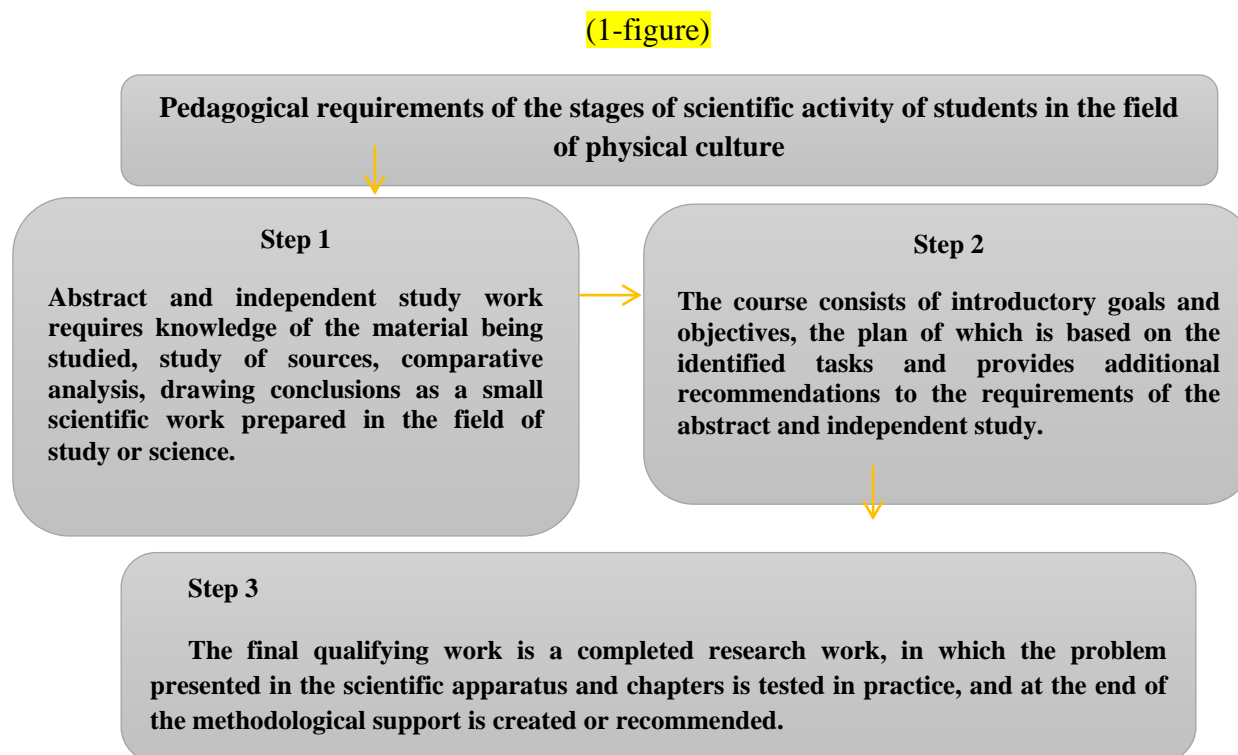
Improving the quality and effectiveness of education in the field of physical culture depends in many respects on the targeted orientation of students to research work. This obliges students to organize both scientific and creative research activities on the basis of a specific system. Research in the field of physical culture consists of a set of goal-oriented creative actions of students' mental activity, the purpose of which is to study, discover, improve and apply new scientific and theoretical knowledge about a phenomenon, event or process in physical education.

It is known that human development is based on scientific creativity, the professional activity of creative people. Over time, all techniques, technologies, scientific evidence, ideas, discoveries become obsolete [2].

Thus, in the system of continuing education with the changes of time, the development of a set of measures necessary for society based on the requirements of world standards and modern approaches has a special place. In such conditions, the student of physical culture will be able to solve educational problems that lead to productive scientific and creative research instead of educational tasks that encourage reproductive thinking.

Ensuring its continuity in the implementation of scientific and creative activities of students in the field of physical culture education is important. In order to do this, it is necessary to divide scientific and creative work into stages, and in the implementation of these stages there are specific pedagogical requirements

(Figure 1)



The process of preparing students for research work and training them in the field of physical culture education as a scientific potential is conditionally explained on the basis of the experience gained in the above stages as follows:

1-step. During the 1st year, students prepare and defend abstracts, as well as independent educational work in each subject in order to master the missed classes in academic subjects. By the end of the academic year, students will have the initial knowledge, skills and abilities to conduct small research projects. At the same time, even professors (based on the analysis presented in the first chapter) may not be able to teach students abstracts and independent educational work as a small scientific work. However, we know that scientific knowledge and the fact that some of the professors who work with this activity accept the work done by the students in the prescribed manner increases the responsibility of the students. This shapes their ability to do research.

2-step. In the 2nd year, students prepare and defend a draft course on the final course in general and specialty subjects, along with the preparation of the above abstract and independent educational work. The course is an unfinished project work, but a scientific and creative work with its own conclusions and recommendations. The course project work is mainly supervised by professors with academic degrees and titles. In this case, students will learn a number of research tools and methods, as well as the fundamental knowledge they need to prepare for the final thesis, which will be carried out at a later stage.

3-step. During the bachelor's degree in the field of physical culture education is the final qualifying work as a result of the steps identified in the orientation of students from the 1st year to research work, in which research is conducted on the topic chosen by students. The research

work done by the students will be deepened to a certain extent. Based on the results of the research, the prepared theses are discussed at scientific conferences and seminars. The final qualifying work is supervised by professors and teachers of the department, and the student conducts research work under the guidance of the supervisor and the established plan. This ensures that students' learned knowledge does not fall into a false steady state. They will also be able to adapt to modern approaches in both scientific and professional activities, to implement educational practices in an integrated manner, and to conduct independent research.

The above steps allow quality completion of research work of students of physical culture.

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GENERAL SECONDARY SCHOOLS REQUIREMENTS FOR THE INTRODUCTION OF INFORMED EDUCATIONAL RESOURCES FOR THE DEVELOPMENT OF NATURAL SCIENCES

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ABSTRACT

Communicativeness in the learning process is also required to focus on the ability of the student to communicate effectively in the learning process, to easily master the skills of using and using electronic resource products. In other words, as a result of the student's ability to use the electronic learning process in the classroom, in the classroom and in extracurricular activities, the competence to acquire communicative skills also develops. As mentioned above, in addition to extracurricular activities, there will be an improvement in the effective organization of club activities. The use of e-learning resources in biology clubs allows students to learn science more thoroughly.

KEYWORDS: *Natural Sciences, Natural Science Effectiveness, E-Learning Resources, Open Educational Portals, Students, Education System, Biology Lessons, Educational Technologies, Teaching Methods, Modern Teaching Aids, Continuous Learning Stages.*

INTRODUCTION

The Law of the Republic of Uzbekistan "On Education", the "National Program of Personnel Training" and the legal and regulatory documents that ensure their implementation provide for the use of modern information and pedagogical technologies of teaching and thus increase the effectiveness of continuing education. Therefore, all science teachers of general secondary schools are required to be equipped with new pedagogical technologies and interactive methods and to continuously improve their skills in applying their knowledge in educational activities. Indeed, as noted in the National Program of Personnel Training, "... advanced pedagogical technologies of education, the creation of modern teaching materials and didactic support of the educational process."

In the direct natural sciences, including biology, as noted above, the use of modern educational technology tools is characterized by the need to use it in comparison with other sciences in the study of the natural object under study in a new topic, understanding its place and importance in nature. The transfer of knowledge about animal morphology, ecology and its importance in human life is ensured not only through textbooks and manuals, but also with the participation of presentation resources of modern information technology.

Purpose of work: Information systems, data banks, institutions, organizations, teachers 'and students' websites, information resource centers, electronic information-educational resources,

virtual laboratories, media and video lessons, electronic document exchange system, which are separate components of the current information educational environment in the public education system, video conferencing, intranet online competitions serve to make all participants in the system active users, the widespread introduction of information and communication technologies in the educational process.

Modern e-learning resources, special programs for learning, independent learning and testing of acquired knowledge together form the "E-learning resources". E-learning resources are a system of transmission of educational materials, combined with an automatic control system of acquired knowledge, which allows automatic adjustment, taking into account the individual characteristics of the user, ie the learner.

The classification of electronic resources according to the indicators of their use in the educational stages is typical. E-learning resources (ETR) differ from traditional print publications in terms of classification stages. It is expedient to classify them as follows:

The first group - e-learning resources - is a text method, in contrast to the main text - the prepared text or illustration is displayed not on paper, but on a computer screen, and the material can be easily printed. In biological process demonstration programs, a picture of the external morphological features of simple animals, multicellular or mollusks, animation can be displayed on a computer screen and display footage can be printed if necessary [5].

The second group is also text-based material and is called e-learning resources based on an indicator. Using references to literature to make the text text-based and meaningful in this way does not always make it easy to use. However, in teaching the subject of Biology, it is important to study the origin of animals, their systematic characteristics, diversity, families, genera and morphological features of species in ETRs. The e-learning resource, enriched with links from scientific sources, textbooks, manuals, helps students to master the BKM in the content of biological science and educational material on the subject under study, to acquire basic and scientific competencies.

The third group of e-learning resources - the resource consists of complete visual and audio fragments. It differs radically from the above-mentioned text resources in the presence of image effects. In this case, one can imagine images for biology lessons, a collection of pictures depicting the animal world, visual resources in the form of fossils related to their lifestyle. Also, animation and sound capabilities are not observed in previous group resources used in the learning process. In this process, the integration of audio and video materials with the text allowed to create multimedia resources. With the help of ETRi belonging to this group, it is possible to convey to the minds of students a multimedia version of the physiological processes that take place in biological objects, that is, a sound, movement, image. In it, on the subject, for example, during the study of the external structure of the class of insects, images, a set of images, small video fragments create a complex software. It is a set of educational resources that is meaningful, interesting and informative.

Research tasks: The teacher should organize biology lessons based on the requirements of the educational process, professional and pedagogical competence. The effective use of modern educational technologies in the development of lessons designed in accordance with the didactic purpose of the subject is guaranteed to give the expected positive results.

Pedagogical scientist R. Ishmuhamedov stressed that all pedagogical technologies, regardless of how they are organized in the educational process, should include the following:

- pedagogical activity;
- classroom interaction;
- to ensure that the student has sufficient knowledge of the existing subject;
- formation of independent, free and creative thinking skills in the student;
- to help create adequate conditions for students to realize their potential;
- Yes, to ensure that the pedagogical process is focused on democratic, humane ideas. In this regard, it is appropriate to cite the goals and objectives of the 7th grade Biology curriculum of general secondary schools.

The purpose of teaching biology in general secondary education is to provide students with knowledge about the structure, reproduction, origin, diversity, interrelation, protection, importance of living organisms in nature and human life, to expand students' scientific worldview, to form logical and creative thinking.

Tasks of teaching biology:

- Introduction to basic biological concepts, theories and laws;
- provide information on the mechanisms of adaptation of living organisms to the environment;
- Introduction to the main stages of individual and historical development of organisms;
- Orientation of students to their own health and the health of others, to a healthy lifestyle;
- Orientation of students to a conscious choice of profession on the basis of ensuring that the content of biology education is connected with modern social life and scientific and technical achievements;
- inculcate in the minds of the younger generation the qualities of rational attitude to nature and all its riches;
- Educate students in the spirit of national independence and patriotism, the formation of competencies to apply knowledge of biology through acquaintance with the biological work of local plant and animal species, selection achievements, great scientists of ancient times and modern scientists on the basis of biological knowledge [2].

Therefore, based on the above goals and objectives, in the current information environment, along with educational and methodological complexes in the development of basic and scientific competencies in biology among students, modern information technology tools, the ability to target, nurture and use electronic resources. not only knowledge but also information processing competencies are required.

In the disciplines taught in almost all educational institutions of the system of continuing education, including biology, the preparation and introduction of presentation materials for almost every topic is now considered one of the most appropriate tools. That is, today it is very difficult to imagine the learning process without electronic means.

The general requirements for the development of a new generation of educational and methodological complexes in general education for general secondary and secondary special, vocational education institutions of the state educational standard are as follows: "Multimedia applications of textbooks - state educational standard and have additional material that enriches the main content of the subject, including video, audio, animation, tables, text and dictionaries, aimed at monitoring and strengthening knowledge, which can illuminate in accordance with the curriculum, help students to master the subject effectively, independent learning or an interactive e-learning resource containing references to similar sources, and it is emphasized that each general education subject should have an e-learning resource based on this requirement[4].

Demonstration tools that serve to increase the effectiveness of academic subjects are also created on the basis of the same applications. The teacher is required to have the competence to develop and implement such practical software. Or the need for the work of direct programmers is felt. However, in many cases, based on the mutually integrative approach of the two disciplines, the creation of electronic means that reflect many scientific sources is achieved.

Today, the Republican Multimedia Center has created a large number of electronic multimedia resources within the subjects of general secondary education. These include electronic textbooks, electronic manuals, video tutorials, videos, presentations, electronic developments, virtual laboratory products. Most of these materials are developed by teachers of general secondary schools, prepared in the central studio, ready for implementation in the educational process. The software products are posted on educational portals and websites and are intended for teachers and students of general secondary schools of the republic, and their use is much more convenient.

The new generation of ETR includes an open educational module multimedia system. To have such a perfect system, you need to solve 3 important problems:

First, it is known that many ETRs are located on special Internet sites, students are not interested in the active use of electronic text resources, do not feel the need to search for electronic literature, often limited to the introduction of short e-learning resources in the learning process. Interactive multimedia content is required for the reader to engage in active activities, but unfortunately the technical difficulties of the global network also prevent these problems from being addressed.

Second, until recently, e-learning resources were recommended to users on compact discs, which, depending on the capabilities of each computer, would allow the student or learner in general to use them after downloading the necessary software tools. Now the deployment and introduction of new generations of e-learning resources directly on the global Internet will effectively help the user in the future.

Third is the issue that is directly related to the teaching process. For many years, the computer is believed to ensure that the learner is person-centered. During pedagogical practice, however, it would lead to the formation of the notion that computerized learning is effective in the independent learning of the student.

The research recommends the use of electronic tools in biology not only in the classroom, but also in the organization of extracurricular activities. For example, in the formation of students' research skills on the topic "Poisonous snakes in Uzbekistan" there is a reaction to the exchange of information, the development of information retrieval competencies. For example, the

electronic resources used by the student to prepare for independent work, that is, materials belonging to the group of coins, are used. It also includes photos, video clips, text information, and websites related to snakes. The student is searched on the basis of visual aids, collects information, the student's personality is directed to the preparation of independent work on the basis of the teacher's targeted orientation. In this process, as a result of abstract feedback from the student's personality, students develop research skills, their creativity, creativity and easy access to independent activities serve to perform educational and pedagogical tasks[3].

Communicativeness in the learning process is also required to focus on the ability of the student to communicate effectively in the learning process, to easily master the skills of using and using electronic resource products. In other words, as a result of the student's ability to use the electronic learning process in the classroom, in the classroom and in extracurricular activities, the competence to acquire communicative skills also develops. As mentioned above, in addition to extracurricular activities, there will be an improvement in the effective organization of club activities. The use of e-learning resources in biology clubs allows students to learn science more thoroughly. At the same time, the virtual organization of laboratory classes in biology is one of the activities of this group [6].

When it comes to the use of electronic resources, first of all, its development and implementation in the educational process is often the result of a lot of work of the teacher. That is, the production or creation of e-learning resources - that is, if we come to the field, the software development necessary for the direct educational process is developed by teachers or research educators. Of course, an e-learning resource will be created based on the creative and technical collaboration of programmers.

CONCLUSIONS: The creation of an information environment in biology lessons is achieved through the methodological ideas of teachers to increase the effectiveness of biology lessons, the joint work of members of the Methodological Association and the mutual support of specialists of the information resource center in secondary schools. By improving the introduction of electronic resources in biology lessons, not only the quality of demonstrations will increase, but also the use of non-traditional methods in the learning process (problem situation, group work, brainstorming, individual work) will have a positive impact on students' active movement. The required teaching aids, electronic tools, suggestions and recommendations will be analyzed to ensure the effectiveness of biology lessons.

The importance of this stage is that it takes an active, consistent and systematic approach to the use of ICT by teachers. Teachers will actively use e-textbooks, e-manuals and multimedia tools in the classroom, in the classroom and in extracurricular activities. In the educational process, methodological aspects of the systematic implementation of the planned use of ERV on the basis of the technological map will be developed. That is, the stages of the learning process, such as introduction, recall of past topics, description of a new topic, interconnection of topics, general summarization, assessment and control of students, are systematically organized through electronic resources.

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THE EFFECT OF SOWING TIME, SOWING RATES AND FERTILIZATION RATES TOFIELD GERMINATIONOF WINTERBREAD WHEAT VARIETIES

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ABSTRACT

In recent years, global weather and climate change in the world may lead to a decline in higher and higher quality grain yields from agricultural crops, including winter soft wheat. Taking into account the different soil and climatic conditions of the country, it is necessary to further improve the technology of cultivation of high-quality varieties of cereals, suitable for the conditions of each region, high-yielding, early ripening, resistant to various diseases, salinity, drought and heat. This article evaluates the effect of sowing time, sowing rate and fertilization norms on field fertility of winter wheat varieties, selects and recommends the most optimal options that have a significant positive effect on field germination.

KEYWORDS: Bread Wheat, Variety, Sowing Time, Sowing Rate, Fertilizer Rate, Field Germination.

INTRODUCTION

In the largest wheat-growing countries in the world, the increase in grain yield and quality is achieved through the use of soil conditions, varietal characteristics and advanced methods of cultivation. It is important to increase the yield and grain quality of winter bread wheat varieties, to select promising winter wheat varieties that are high yields, resistant to diseases and pests. Depending on the soil and climatic conditions, the development and implementation of the timing of sowing, norms, fertilizer rates of winter wheat is one of the urgent tasks of the grain industry.

A number of scientists have shown experimentally that the field germination of winter bread wheat seeds sown very early or late was much lower than that sown at optimal times [6, 7].

In experiments carried out in the conditions of typical gray soils of Kashkadarya region, Krasnodarskaya-99 variety of winter bread wheat was sown early (October 1), field germination was 88.6%, medium-term (October 10) -89.6% and late sowing (November 10) -80, 7% [2, 3, 4].

When J.Saidov, K.Muminov studied sowing time, norms and fertilization norms ($N_{200}P_{140}K_{100}$ Ba $N_{240}P_{160}K_{120}$ kg / ha) of Nota, Jasmina, Yaksart varieties of winter bread wheat in Surkhandarya region, field seed germination control (88.3 without fertilizers) was used. from 84.8% to 3mln. when seeds were sown, 89.6% and in 6 million -86.6% of seeds germinated [6].

The optimum temperature for full, flat and sloping germination of seeds of winter bread wheat varieties is 12-20°C, usually the average daily temperature sum required for germination of plants on the soil surface is 120-140 °C [1, 4, 6, 7].

This means that only when the bread winter wheat varieties are sown at the optimal time and norms for the region will the seeds germinate evenly, the plant will grow strong, accumulate well, prepare well for winter and be resistant to severe winter frosts.

Materials and methods. Feeding of winterbread wheat varieties in the experimental field was carried out in accordance with the experimental structure. The entire annual rate of phosphorus and potassium fertilizers was applied under plowing, 40% of the nitrogen fertilizer rate was given during the period of tillering and shooting, and the remaining 20% was during the heading phase (Table 1).

TABLE 1 STANDARDS AND TIMING OF APPLICATION OF MINERAL FERTILIZERS TO WINTER WHEAT.

№	Annual norms of mineral fertilizers, kg/ha	Before planting, kg/ha		Feeding with nitrogen fertilizers during the growing season, kg/ha		
		P ₂ O ₅	K ₂ O	Tillering	Shooting	Heading
1	N₁₈₀ P₁₀₈ K₅₄	108	54	72 (40%)	72 (40%)	36 (20%)
2	N₂₁₀ P₁₄₇ K₁₀₅	147	105	84 (40%)	84 (40%)	42 (20%)

Field experiments were conducted in 2014-2016 in light gray soils of the experimental fields of the Kashkadarya branch of the Scientific Research Institute of Cereals and Legumes. The level of groundwater is located at a depth of 2.5-3.0 m, not saline with harmful salts, the granulometric composition of the soil is average, the previous crop is cotton. The following options were explored in the field experiment.

The area of each option is 100 m² (length 41.7 m, width 2.4 m), of which 50 m² is taken into account. The number of variants was 36, the experiment was placed in 3 replications, the variants were placed in 3 tiers. Our research was conducted in accordance with generally accepted recommendations and guidelines.

Results. In our experiments in 2014-2016, it was observed that when sowing the seeds of winter bread wheat varieties (Krasnodarskaya-99, Yaksart, Bunyodkor, Gozgan) earlier or later, the field germination of seeds decreased. In the control (fertilizer-free) variant of the experimental field, winter bread wheat varieties were 4.0; 5.0 and 6.0 million seeds were sown at normal rates. Sowing periods were carried out in the early time (October 1), medium time (October 20) and late time (November 10) periods. In the sown variants, it was studied that the field germination of seeds depends on the sowing time and norms. According to the results, the field germination of Krasnodarskaya-99 variety is 76.0-73.6%; 83.3-81.7; 68.5-66.9%, Yaksart variety 77.9-76.0;

84.5-81.6; 71.0-69.2%, in Bunyodkor 79.1-74.0; 84.1-82.0; 72.3-68.7% and in the Gozgan variety ranged from 77.9-75.0 83.1-81.2 and 71.5-69.5% (Table 2).

In the study, when Krasnodarskaya-99, Yaksart, Bunyodkor, Gozgan varieties of winter soft wheat were sown in the early (October 1) period against the background of $N_{180}P_{108}K_{54}$ kg / ha with 5.0 million seeds, the field germination of seeds was 76.9; 78.4; 80.6; and 78.2%. When planted in the medium sowing period (October 20) and late sowing period (November 10) field germinations found to be 8.0; 6.7; 5.9; 6.0% higher and 5.8; 6.9; 7.0; 4.9% lower. It was found that the field germination of seeds in the early (October 1) period was 78.3, 79.3, 80.8, 78.9% when sown wheat varieties on the background of mineral fertilizers ($N_{210}P_{147}K_{105}$ kg / ha) in the above period and norms. In the medium-term planted variant (October 20) was found to be 6.3, 7.3, 6.6, 6.8% less. In the late sown variant (November 10), it was noted that the field germination of seeds was higher by 5.9, 5.3, 6.6, 5.3%.

In the experimental field, high field germination rates of seeds were observed in winter bread wheat varieties sown in the medium (October 20) period. Field germination of seeds at different sowing rates (4.0; 5.0; 6.0 million seeds / ha) compared to early sowing (October 1) was found to be as high as Krasnodarskaya-99, Yaksart, Bunyodkor, Gozgan, respectively, from 7.0 to 7.5%, from 7.4 to 6.8%, from 5.2 to 5.7%, from 3.7 to 7.3%.

With the delay in sowing the seeds of winter soft wheat varieties, a decrease in seed germination was taken into account in all sowing norms as well.

According to a number of studies in cereals, sowing rates also have a significant effect on seed germination. There are conflicting opinions among researchers on this issue.

In our experiments, sowing norms had a significant effect on the field germination of seeds of autumn bread wheat varieties sown at different times.

TABLE 2 INFLUENCE OF SOWING TIMING, NORMS AND FERTILIZERS ON FIELD GERMINATION OF WINTER BREAD WHEAT VARIETIES (AVERAGE 2014-2016).

Variants			Early time (October 1)		Medium time (October 20)		Late time (November 10)	
			Germination plants in 1m ²					
			piece	%	piece	%	piece	%
Krasnodar-99	Control	4 mln.	304	76	334	83.3	275	68.5
		5 mln.	375	75.1	413	82.7	337	67.4
		6 mln.	442	73.6	490	81.7	404	66.9
	N ₁₈₀ P ₁₀₈ K ₅₄	4 mln.	313	78.3	341	85.3	294	72.8
		5 mln.	385	76.9	420	84	358	71.1
		6 mln.	456	75.8	500	83.3	415	69.2
	N ₂₁₀ P ₁₄₇ K ₁₀₅	4 mln.	316	79	343	85.8	304	73.6
		5 mln.	392	78.3	423	84.6	365	72.4
		6 mln.	468	77.9	501	83.6	432	71.4
Yaksart	Control	4 mln.	311	77.9	338	84.5	284	71
		5 mln.	386	77.2	415	83.1	352	70.4
		6 mln.	456	76	490	81.6	415	69

	N₁₈₀P₁₀₈K₅₄	4 mln.	318	79.5	346	86.6	293	73	
		5 mln.	393	78.7	427	85.4	357	71	
		6 mln.	466	77.6	505	84.1	420	70	
		N₂₁₀P₁₄₇K₁₀₅	4 mln.	320	80	349	87.4	299	74.0
			5 mln.	396	79.3	433	86.6	370	73
			6 mln.	471	78.4	511	85.2	431	71.8
	Bunyodkor	Control	4 mln.	316	79.1	336	84.1	290	72.3
			5 mln.	377	75.5	413	82.7	351	70.2
			6 mln.	444	74	492	82	413	68.7
N₁₈₀P₁₀₈K₅₄		4 mln.	328	82.1	351	87.7	296	74.0	
		5 mln.	376	80.6	432	86.5	367	73.6	
		6 mln.	470	78.3	505	84.2	428	71	
N₂₁₀P₁₄₇K₁₀₅		4 mln.	332	83.1	353	88.3	300	75	
		5 mln.	404	80.8	437	87.4	371	74.2	
		6 mln.	475	79.2	510	84.9	435	72.4	
Gozgon	Control	4 mln.	311	77.9	332	83.1	287	71.5	
		5 mln.	383	76.7	409	81.8	351	70	
		6 mln.	450	75	487	81.2	417	69	
	N₁₈₀P₁₀₈K₅₄	4 mln.	325	81.2	343	85.7	292	73.0	
		5 mln.	390	78.1	420	84.1	365	73.2	
		6 mln.	459	76.4	498	83	426	71	
	N₂₁₀P₁₄₇K₁₀₅	4 mln.	331	82.7	345	86.4	297	74	
		5 mln.	394	78.9	423	84.7	367	73.6	
		6 mln.	461	76.9	505	84.2	435	72.3	

Fertility of seeds in field conditions varied depending on sowing norms, duration and varieties. For example, winter wheat varieties have an acceptable (October 20) When sown in fertilizer-free plots at the rate of germinated seeds of 4.0; 5.0; 6.0 million / ha, seed germination in accordance with sowing norms ranged from 83.1 to 81.7% in Krasnodarskaya-99 variety, from 84.5 to 81.6 in Yaksart variety; The Bunyodkor variety ranged from 84.1 to 82.0% and the Gozgan variety from 83.1 to 81.2% (Table 2).

At the above sowing rate and duration, seed germination when fertilizers are applied N₁₈₀P₁₀₅K₅₄ kg / ha is 85.3-83.3, depending on the variety; 86.6-84.1; 87.7-84.2 and 85.7-83.0%, respectively. In fertilizers applied N₂₁₀P₁₄₇K₁₀₅ kg / ha, these values are 85.8-83.6, respectively; 87.4-85.2; Ranged from 88.3-84.9 and 86.4-84.2%. Fertility of seeds of winter soft wheat varieties in field conditions was the highest (87.4-85.7%) in Bunyodkor and Gozgan varieties when sown at an acceptable level (5.0 million seeds / ha) and on time (October 20). When seeds of winter bread wheat varieties were sown below the acceptable norm (4.0 million units / ha) or more (6.0 million units / ha) in the early (October 1) or late (November 10) periods, a decrease in seed germination under field conditions was observed.

In our experiments, Bunyodkor and Gozgan varieties of winter bread wheat were sown early (October 1) from 7% to 82.7%, the increase in the sowing rate during this period to 6.0 million germinated seeds reduced the germination of varieties in field conditions by 4.8 and 5.8%, respectively. A similar pattern was observed in the medium (October 20) and late (November 10)

planting periods. When sowing of seeds of winter bread wheat varieties were carried out later than the optimal time (November 10), the field germination of seeds decreased in all sowing norms. However, in the late sowing period (November 10), the difference in sowing rate from 4.0 million germinating seeds per hectare to 6.0 million germinating seeds was only 2.5 and 1.9%, respectively.

Thus, in our experiment, as the sowing rate increases throughout the sowing period, the germination of seeds of winter bread wheat varieties decreases in the field. This decrease is explained by the fact that most researchers release a lot of harmful (toxic) substances during seed germination and germination. .

CONCLUSION

In the conditions of light gray soils of Kashkadarya region to sow the seeds of winter bread wheat varieties for full and short-term sowing in optimal terms (October 20) and sowing rates (5 million seeds / ha) on the background of mineral fertilizers $N_{210}P_{147}K_{105}$ kg / ha, seeds of Bunyodkor and Gozgon varieties provided the highest (87.4 and 85.7%) field germinations.

It was found that when field seeds of winter wheat were sown earlier (October 1) or late (November 10) than the optimal sowing period, less than the sowing norm (4 million seeds) or more (6 million seeds), the field germination of seeds decreased.

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ON THE LINGUISTIC ACTUALIZATION OF UNREAL OBJECTIVITY

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ABSTRACT

The article encompasses the linguistic peculiarities of actualization of irreality by means of mood category, i.e. the Subjunctive Mood in English and in Uzbek, partially. It analyzes diachronical and synchronical overview of the subjunctive mood evolution. These forms are the same as past tense forms in the external tense, and so grammarians interpret them differently in their work: some regard them as antonyms, others as a form of the past tense that serves in English to express temporal and unreal meanings. One of the characteristic features of speech is modality. Modality is the attitude of the content of speech to reality, the subjective attitude of the speaker to reality.

KEYWORDS: *Irreality, Category, Subjunctive, Mood, Conjugation, Expression, Modality, Inflection.*

INTRODUCTION

Controversy over the expression of irreality by grammarians and linguists continues to this day, and its emergence depends on the unchanging, consistent history of the English language. While some linguists have conversed about the disappearance of subjunctivemood forms, others have commented on its unusual types of expression [Kaushanskaya V.L., Kovner R.L., et al. Grammar of the English Language, Moscow, Iris Press, 2008.]. There is no doubt that the subjunctivemood has undergone sustained changes in the English history.

It should be noted that the Functional-Semantic Category of Irreality has long been a grammatical structure. This phenomenon has its own forms and has been interpreted differently in the Old English and the Medieval English. These forms are the same as past tense forms in the external tense, and so grammarians interpret them differently in their work: some regard them as antonyms, others as a form of the past tense that serves in English to express temporal and unreal meanings. There is a big difference in the opinions of foreign and domestic scholars in the theory of this issue. Disagreements affect the determination of the state of the conditional inclination category, the determination of the number of indirect categories representing noreality, and the notion of the ratio of time and inclination. The solution to these problems is closely related to general linguistic problems. These include the relative dependence of paradigmatics and syntagmatics, syntax and morphology, homonymy, and polysemy. Despite many interesting and

comprehensive studies (see L.S.Barkhudarov, 1975; N.V.Djjali, 1979; V.Jigadlo, 1958; I.P.Ivanova et al., 1981; B.A.Ilish, 1948; F.Irten'eva, 1965; A.I.Smirnitsky, 1957, 1959; A.A.Khadeeva-Bikova, 1956, 1961; I.B.Khlebnikova, 1971; D.A.Shteling, 1959, 1961) there are still numerous problems that require in-depth research.

Thus, it is still unknown whether the past tense and the conditional tense in English are incompatible. The facts about the continuity of these two major directions will be revealed later in the research process. In turn, we have partially explored in this article that the category of subjunctive inclinations has also developed gradually. If we refer to the history of the general mood category, the Old English, like other Old Germanic languages, possessed three moods. The command line was used to indicate the actual action. Therefore, in the sentence, the verbs in the imperative mood are expressed with active bases. The possibilities of the indicative were even broader and expressed subjunctive. Both tendencies cited were semantically and functionally transparent. The tendency that has caused the most change and discussion in the period from the Old English to the present is the subjunctive tendency. The diversity in the expression of this tendency attracts the attention not only of language learners, but also of linguists. Our inquiry show that the gradual disappearance of verb affixes in the ancient and medieval English periods, the expression of modal meanings in other expressions, led to the preservation of vague hypotheses, definite relations expressing desire and subjunctive. Expression of other meanings, on the other hand, involves the use of modal auxiliaries, adjectives, and forms. It should be noted that the extended expression belongs to the analytical and modal devices, and the syntactic (inflectional) structure differs from it. According to the grammatical trend, subjectivity is the weakening of only one direction, and this weakening has affected the whole linguistic system. The evolving of subjunctive in the Old English period, i.e. the disappearance of the letter at the end of a verb, in later periods opened the way for the expression of subjunctive mood through modal auxiliaries.

The loss of this perception and the expression of subjunctive meaning through modal means is considered a weakening of subjunctive mood. Due to historical change, the category of inflection has been completely eliminated from the English system of prepositions, whereas in the Past Subjunctive form the first and third person singulars were used “were” and often differ in appearance from the Indicative “was”. In modern English, the basic inclination system is more analytical than intuitive. As experts point out, the number of auxiliary tools in Old English itself has increased, and as a result, language users have the opportunity to choose between expressing unreal meaning in moods or using modal auxiliaries. Some functions of the modal auxiliaries and the message inclination have been assumed by the noreal inclination in modern English. As a result, some of these functions have been abbreviated in modern English. Subjunctive inflection was often used in excerpts from the Old and Medieval English, but the appearance seems to have disappeared in modern English.

Conclusively may we state that the use of subjunctive inflection in modern English may be limited, but it is also inherent, active, and effective. The use of subjunctive mode continues in exactly unrealistic situations and in expressing people's predictions.

Examining the relationship between mood and the concept of modality in English and Uzbek, we found that the comparison of English and Uzbek demonstrated that there were specific differences and similarities between the two various languages belonging to different families. Comparing the two languages side by side has been very successful as a methodology of

research. It has been confirmed that the study of a particular language in comparison with other languages provides positive outcomes in many foreign countries. It is safe to say that in recent years, many countries have done enough research on comparative grammar, that is, the study of two different languages as a comparison. Mood forms serve to express modal meanings conveyed by verbs. These modal meanings have been used to express meanings such as reality, hypothesis, hesitation, desire, etc. In the modern English verb system, as in other languages, the category of mood is a category specific only to the personal forms of the verb that come as a participle in the sentence. The most important feature of a sentence is predicativeness. Predicativeness is the main nucleus of sentence structure. Another important feature of a sentence is its intonation formation. One of the characteristic features of speech is modality. Modality is the attitude of the content of speech to reality, the subjective attitude of the speaker to reality. The forms of mood are the forms of verbs that express the meanings of the action-state message, command desire, condition, expressed on the basis of the verb. Mood is a functional-semantic category, and mood forms are expressed in a number of specific ways.

In the paper, we have attempted to partially analyze the ways of expressing mood in English and Uzbek. There are four types of moods in the Uzbek language, and the most productive way to create mood forms is through suffixes. Conjugation in the Uzbek language is a very active process in the system of moods. In English, on the other hand, conjugation gradually disappeared after the Old English period, and the process of conjugation (inflection as well) in the tendency system completely disappeared. The results of our analysis exhibited that the subjunctive mood in English did not correspond to a particularly one mood in Uzbek. Since there is no absolute proportionality, we have studied the Uzbek mood system as a whole that expresses the meaning of irrealis in English; and as a result of our studies, we have witnessed that the semantics of conditional and imperative moods in Uzbek correspond to the subjunctive complex in English.

In English, the expression of irrealis, i.e. the subjunctive mood is expressed through syntactical and analytical forms. When we skimmed through traditional English grammar, we came across more subjunctive mood forms constructed through the analytical forms as a productive method. The syntactical form of the subjunctive mood is a left-over from traditional English, and the unreal mood is most desirably expressed in syntactical ways. In traditional English, there was a special perception complex of the subjunctive mood, and it was radically different from the indicative mood. By now, many of the concepts have disappeared and are different from the forms of the subjunctive mood. Nevertheless, the syntactical forms of the subjunctive mood have been preserved in contemporary English. They are “Present Subjunctive” and “Past Subjunctive”.

Observations and analyses have displayed that the “Past Subjunctive” form of subjunctive mood is more widely applied in modern English, not only in literature but also in verbal speech. While we consider the category of mood to be functionally similar in Uzbek and English, we have yet evidenced extensive semantic discrepancies.

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RESISTANT TO THE DEVELOPMENT OF PHYSICAL EDUCATION IN THE LESSONS

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ABSTRACT

Compulsory education as an integral part of general culture physical culture of discipline. Of physical culture: health, education and training functions with targeted physical training full is made. Physical education in the context of the article will consider the process of formation of bilateral relations resistant.

KEYWORDS: *Durability, Physical Culture*

INTRODUCTION

The issue of education and increase resistant readers in recent years is increasingly growing. This educational standard of the republic of Uzbekistan state, which is determined by the basic requirements of students, is to maintain and promote health. In recent years a trend has been observed among the population of the deterioration of the resistance. The development of this scientific and technological progress, to simplify the life of people and to live a comfortable lifestyle related. Therefore, one of the main functions of the body, the level of work of the teacher, that is, the resistance quickly kamaytirmasdan, the development of the ability to perform any physical work for a long time. Durability-psixofizik in accordance with the purposes of physical activity in stress conditions, the ability to complete and successfully.

Each activity provide certain types of resistant to the development of bilateral relations. There are two of them:

1) The overall durability-the majority of people in this part of skeletal muscle, which would require the use of mo " drake passage to the south-long work is the ability to perform effectively and muscle density.

2) Special durability-resistant human interaction is the ability to show a specific sport.

In turn, the special durability will be the following:

1) Power-the ability to resist almost charchoqqa when working at maximum capacity.

2) Speed - power-man can perform the physical work quickly with the maximum load for a long time. This big power is the ability to run for a long time.

3) Speed-a person may be engaged in the work at high speed for a long time.

Genetic flexibility and stamina of the common man depends on hereditary factors. Running with the maximum capacity of the working woman average body with genetic factors and power the male body has to have the biggest impact.

Physical exercise, as well as other terms and conditions of nutrition and resistant to affect the growth of human life. The biggest growth happens in 13-26 years of age.

Durability durability is one of the key functions like quality of development is to create favorable conditions for increasing the growth of. Various methods exercises to these terms on physical education program should be included.

There are many methods and exercises for the development of resistant. Physical, cultural and durability in physical activity is associated with many it requires the involvement and continuous muscle at the same time. Therefore, one of the most effective cyclical aerobic exercise, such as long distances, walk, bike, stone long distances, swimming, etc. D. you strength development, if you implement the various techniques, you can achieve the harmonious development teenagers and young durability.

This quick and temporary conditions in a variety of methods containing a variety of exercises includes the major muscle groups.

Different physical exercises and practical sessions in the nature of cyclical as apply. This long-running, cross, rock, konki flying, swimming and other exercise can .local muscle groups in the process of exercise should be applied.

ALSO Zatsiorskiy, author of books and manuals on physical training, during exercise, the burden on their body is complete with the description of the following components

- 1) The intensity of exercise;
- 2) Duration of exercise;
- 3) Repeat number;
- 4) The duration of vacation time;
- 5) The rest of nature.

The speed of the exercise intensity-the intensity until the power is displayed, as well as, at the same time means the number of actions, that is. speed. Exercise intensity and the change of the functional systems of the body work makes a direct impact on the characteristics of the energy supply means of activity. Zichlikda average energy consumption is still at large, if the respiratory organs and blood circulation provides you with the amount of oxygen the body you want without too much stress. Small oxygen debt, which is formed at the beginning of physical exercise, aerobic processes is still fully working, complete the work and in the future it off in the process of a stable condition in the context of real happens.

The number of exercises to be performed determines the level of impact to their body. When used in aerobic conditions, the increase in the number of recurrence takes a while to maintain the high level of the respiratory and circulatory systems. An anaerobic mode of the mechanism of the increase in the number of repeated courses of the central nervous system will lead to blocking or tired. Then stop the exercise or their intensity is drastically reduced.

The duration of the interval of rest of the body, especially the teaching load is of great importance to determine the nature and the size of the response.

The duration of the segment in the context of a lesson in three different vacation interval exercise you need to distinguish between:

- 1) Full interval. Almost full recovery to guarantee repeat them next time, this was before previous performance. This allows you to repeat the voltage functions without additional work.
- 2) Time range. Together with them, a certain inability to position each of the load falls. At the same time, a significant change in quantitative indicators doesn't have to be external, but the physical and mental reserves to the mobilization of the human body increases.
- 3) The minimum interval. This workout most small range of rest in between, then kislrodli debt accumulation and management from a number of consecutive binding observed a decrease in the intensity of the workout.

The overall development-resistant and basic methods are the following:

- 1) Standard load or changing exercise intensity using the combined method of constant exercise;
- 2) A method of exercise a repeated interval;
- 3) dairesel a method of education;
- 4) Method of the game;
- 5) Competition method.

The entire muscle group only method of continuous long-term physical and operational performance associated with is associated with equal distribution of power and speed. In the meantime, the speed, the rhythm, temp, amplituda the large body of the movement to try to maintain that power it is important. Workout for small, medium and maximum speed it can be done.

The argument of the method of speed, speed of movement amplituda of great change and others aimed at constant intensity during the exercise of power that have the same sequence change is different.

The method strictly in the dosage interval and pre-planned exercises with variable load with standard and to include vacation time. Thus, the effect of education appears not only at the time of the vacation, but not the time to rest. Such shipments to the body mainly aerobic-anaerobic special to the development of resistant and has an effect to be effective.

The method of exercises in the form of competitions to include in the group competition, the competition increased from personal achievements here gives additional motivation for cutting.

The style of the game, which is a permanent change of the situation I am in the process of modeling the development of bilateral relations resistant special game includes extra sensory areas.

Nurturing bilateral relations resistant for using a particular method, each time aimed at the promotion of the load determines the direction of the specified quality, and in the case of the us – durability. The lessons of physical education this will help the development of bilateral relations in resistant and effective combination.

An integral part of general culture physical culture, obviously, is the discipline of compulsory education. Of physical culture: health, education and training functions with targeted physical training full is made. Therefore, in modern conditions of the development of resistance in physical education lessons at the speed of life and you can come to the conclusion that it is necessary.

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DISTRIBUTION OF SUR COLOURED SHEEP GENERATIONS BY THEIR FLOWER TYPES

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ABSTRACT

The article presents the increased amount of off springs obtained by using rams to mate. Research is underway in our country to breed karakul sheep, increase their number, improve their genetic and productivity characteristics. Improving the method of evaluating rams with the quality of the off springs, based on the study of interrelationships between the productivity characteristics of the offspring obtained from different mating type of sheep in the desert regions in recent years, formation on the basis of selection traits aimed at increasing the efficiency of the field.

KEYWORDS: Colour, karakul, variegated, lamb, flower, sur, flat, rib-typed, semicircular, usikgul.

INTRODUCTION

The variegance of the lambs, their flatness and expression on the skin, are of great practical importance and are relevant. The obtained off springs were evaluated on the basis of the “Guidelines for breeding and evaluation of lambs in karakul” (Tashkent, 2015). Experimental results. It is known that the reproductive (polygenic) flower characteristics of karakul sheep, which are assessed at birth, are not only genotypic factors, but also the influence of the external environment, which is difficult to take into account depending to some extent. The use of multiple homogeneous mating methods in the breeding of Karakul sheep may also increase the occurrence of traits in the offspring to some extent, but does not maximize them, as there is a different distribution among each traits. Later many studies in this area have identified the heredity characteristics of flower types and wool cover features.

Early research into the reproduction of flower species suggests that these types are genetically based.

In our study, we conducted research to study the genetics of sur coloured flat sheep by flower type. The data are summarized in Table №1.

TABLE №1 DISTRIBUTION OF GENERATIONS INTO FLOWER TYPES

Pairing option	№	Flower types of generations, % ($X \pm S_x$)			
		flat	Semicircular kalamgu	Rib-typed	Usikgul
Flat x flat	125	$56,1 \pm 4,49$	$17,4 \pm 3,42^{x)}$	$21,5 \pm 3,70^{x)}$	$7,0 \pm 1,89^{x)}$
Flat x semicircular kalamgul	120	$42,4 \pm 4,52$	$28,9 \pm 4,12^{x)}$	$15,9 \pm 3,37^{x)}$	$12,8 \pm 3,08^{x)}$
Flat x rib-typed	80	$40,2 \pm 5,23$	$22,1 \pm 4,45^{x)}$	$34,5 \pm 5,8^{x)}$	$3,8 \pm 12,05^{x)}$
Flat x usikgu	55	$34,0 \pm 6,0$	$46,0 \pm 4,0$	$6,0 \pm 4,0$	$16,0 \pm 6,0$

$X-R < 0,05$; $X) - R < 0,001$

The gained data suggests that breeding sheep using flat-type rams will increase the number of lambs of this type. The profit of such generations is the highest in the “flat x flat” pairing option ($56.1 \pm 4.49\%$) and remaining variants are (42.2 ± 4.52) and (40.2 ± 5.23) respectively. The profit from semi-circular kalamgul and rib-type lambs varies depending on which type of sheep is involved in mating. When the semicircular type is used (28.9 ± 4.12), and the rib-typed is used (34.5 ± 5.8), their amount is increased to a certain extent.

When flat and usikgul types of sheep used the result reached to ($46,0 \pm 4,0$).

CONCLUSION

It should be noted that the use of flat rams in all cases ensures a statistically significant increase in the number of offsprings ($R < 0.05$; 0.001).

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COMPETENCE APPROACH AS A MODERN WAY OF TEACHING ENGLISH

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ABSTRACT

In many parts of the world there is a growing interest in modern methods of teaching English, the question of how to do it - how the curriculum, subject, the topic and methodology should be different from previously developed customary norms gives birth. Much has been written about traditional English teaching. A growing body of knowledge about modern methods of teaching English. Lots of books and articles have been written to draw attention to this topic today. Usage innovations and new pedagogical technologies give good results. Growing interest in many parts of the world in modern methods Teaching English raises the question of how it should be done – how the curriculum, subject, content and methodology should differ from the usual norms developed in the past. Much has been written about traditional English teaching, and recently, the demand for information about modern methods of teaching English has increased dramatically was limited

KEYWORDS: *Teaching Methods, Innovations, Methodology, Skills, Dialogical Speech, Reading Strategies, Curriculum, Innovation, Teaching English, Traditional English Teaching, Demand, Information*

INTRODUCTION

A language (linguistic) competence is “theoretical knowledge of the language, i.e. knowledge of phonetic and grammatical norms of a foreign language, as well as a set of specific skills and abilities to use them”. This competence is, of course, the basic, the main one in the training process. However, it should be emphasized that when you are working on grammar, you should develop all types of speech activity: speaking, listening, reading and writing. And you cannot talk about mastering any language without basic theoretical knowledge in the field of grammar (and partly phonetics), of course. At the same time, according to modern methodists of the discipline “Russian as a foreign language”, “no more than 30% of the time should be devoted to the explanation and primary learning of the theory, and 70% should be devoted to the development of speech skills and phonetic and grammatical skills”.

The task of our students at all stages of learning foreign languages is to form knowledge, skills and abilities of all types of speech activity. Thus, students should not only master rules of grammar, but also learn how to apply these rules, i.e. correctly build up their speech. The knowledge of pronunciation features, the pragmatic features of use of language forms, and the stylistic possibilities of their use are of great importance. The formation of a *discursive competence* (“knowledge of rules of constructing of a coherent oral or written text using

appropriate strategies and tactics of speech behavior”) will help greatly to overcome the language barrier.

The essence of the competence-based approach to learning is organization of studies, the main purpose of which is the formation educational competencies. Educational competencies are the possession of the student's personality by educational competencies. Under educational competencies understand the totality of knowledge, skills, abilities and experience of the student's personality, acquired through study, which determine the general ability and readiness of the individual to implementation of personally and socially significant productive activities.

Doctor of Pedagogical Sciences A.V. Khutorskoy identifies seven educational competencies: value-semantic, general cultural, educational and cognitive, informational, communicative, social and labor, personal self-improvement.

The task of the formation of the linguistic personality in the process of learning language in high school raises the methods of teaching to higher levels. They are connected with intellectual development of a person, his thinking, his figuratively-emotional sphere (the level of thesaurus – subject-logical knowledge about the world and the language picture of the world and the level of motives, needs of a linguistic personality, and the formation of her linguistic and social identity).

General cultural competencies allow students to join dialogue of cultures, to comprehend the cultural foundations of family, social, social phenomena and traditions, the role of science and religion in human life, competencies in the household, cultural and leisure sphere (for example, when organizing free time).

In terms of the English language program at school, we are talking about the formation of sociocultural / intercultural competencies that considered as: willingness and ability to find common and culturally specific in models of English and native languages; find, compare and summarize cultural information from different sources and in different languages;

The formation of general cultural competencies takes place in the classroom when studying customs and traditions in English-speaking countries, English proverbs and sayings, poems, songs, as well as during extracurricular work in English.

Communicative competencies include knowledge of languages, methods of interacting with people (both nearby and distant) and events, teamwork skills, knowledge of various social roles in the team. The student must be able to present himself, write letter, questionnaire, statement, ask a question, lead a discussion, etc. For formation of these competencies in the educational process of each stage training provides for the necessary and sufficient number of real objects of communication and ways of working with them.

Teaching learners to writing is implemented in the process of developing and mastering students a set of relevant knowledge, skills and communication abilities that are essential to creating a written text. Writing serves as a means of communication, however, as the analysis of the results of student work shows, the level of learners in this regard is typically poor. Text created by learners seems to be an only written reflection of their oral speech that can be good evidence of students' transformation of their speaking to writing though. Nowadays, when with the development of OCT the importance of writing is crucial, and e-mails and the Internet provide with vast opportunities for international communication and information exchange, new approaches to teaching writing are necessary.

There are numerous varieties of approaches to teaching writing. Whereas some linguists deny writing and claim that writing only serves to fulfil other competencies, others admit the necessity of teaching communicative writing. However, all these varieties can be organized into three categories:

- 1 - Limited use of writing that serves to refine, test or control other skills;
- 2 - structural writing – producing writing texts as a combination of several patterns such as learning writing by dividing it into paragraphs and distinguishing types of writing according to argumentative, descriptive and narrative writing;
- 3 - Meaningful, creative writing, where writing is a tool for communication.

CONCLUSION: Taking into account the existing interpretations, by exercises we mean a sequence of foreign language speech actions of students, specially modelled the giver for the purpose of assimilation and appropriation by students of knowledge / methods of action for their further autonomous application by students in their own foreign language professionally oriented activity. In this case, the system of exercises is a set linguo professional, reflexive, organizational and activity exercises and tasks implemented in conditions that activate the independence of students in the development of other linguistic competencies.

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USING CHEMICALS TO CONTROL LOCUSTS IN THE FERGANA VALLEY

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ABSTRACT

The article presents materials results of experiments provided to identify efficiency of chemicals against locusts in Fergana valley. Experiments was carried out in 2018-2020 years in Fergana valley, used variety groups of chemicals against Italian and Moroccan locust young and old instar.

KEYWORDS: *Fergana Valley, Italian Locust, Moroccan Locust, Chemicals, Lambda-Cyhalothrin, Alpha Cypermethrin.*

INTRODUCTION

Although there are many common features of locust control in the country, the control of locusts in the Fergana Valley is slightly different from other regions. We can attribute this to the fact that the amount of land around the valley for agricultural crops is low. Due to the lack of favorable conditions for the development of harmful locusts around agricultural crops, locust control is not carried out in the agroecosystem [1]. In this case, the proximity of agricultural crops to the mountain ranges, which surround the valley and are the basis for the breeding centers of locusts, requires vigilance in the fight against locusts. [2].

Locust control in the Fergana Valley is carried out seasonally during the period of mass development of Moroccan and Italian locusts [6]. In particular, every year in the valley against locusts are carried out on an average area of 13-15 thousand hectares [5]. In some years, as a result of the massive increase in the number of locusts in neighboring countries, they fly to the territory of our country. In such cases, the area of locust control can be doubled. In the fight against locusts used mainly drugs belonging to the group of pyrethroids and neonicotinoids [3].

2020-y. In Andijan region, treatment against harmful locusts was carried out on more than 6,000 hectares. Processing area will increase several times during the years of mass cultivation of Moroccan locusts due to flights from neighboring countries [4].

Methods

In our experiments to determine the biological efficacy of chemicals, we used drugs whose active ingredient was lyambdatsigalotrin, alpha-cypermethrin and cypermethrin. We conducted our experiments in Fergana, Andijan and Namangan regions in 2018-2021. Field experiments were carried out in collaboration with the staff of UzAGROKOIMYOHI MOYA JSC locust and mulberry moth control service. According to the generally accepted method in Uzbekistan, chemical treatment is carried out when the number of locust nymphs exceeds 10-15 units per 1 m², depending on the state of vegetation and climatic conditions.

Field experiments were conducted in Andijan and Bulakbashi districts of Andijan region. Experiments were provided to determine the biological efficiency of the drugs Karat IKS 20% k.s., Aikido-super 10% k.e., ALPAC 100 EC, Lambda-Plus, 20% EC, and Alpha 10% k.c. against different ages of nymphs of Moroccan and Italian locusts. The active ingredient of both drugs is lyambdatsigalotrin, which belongs to the group of pyrethroids. The difference between these drugs is in the concentration of the active substance.

During the experiments, it has been chosen consumption rate 0.0375-0.0625 l / ha of the drug Karat IKS 20% k.s. against different ages of nymphs of Italian locusts. Calculation of the number of nymphs were carried out after counting the number of nymphs per 1 m² before treatment with the drug and 3, 24, 48 hours after treatment.

Results

In the experiment, Karat IKS 20% k.s. was used against young and old nymphs of Italian locust in the amount of 0.0375 and 0.625 l / ha. According to the data obtained, the biological effectiveness of the drug against young nymph of locusts was 0.1375 l / ha after 3 hours, 88.1%, and after 24 and 48 hours, respectively, 95.7% and 97.6%. (fig 1 and 2)

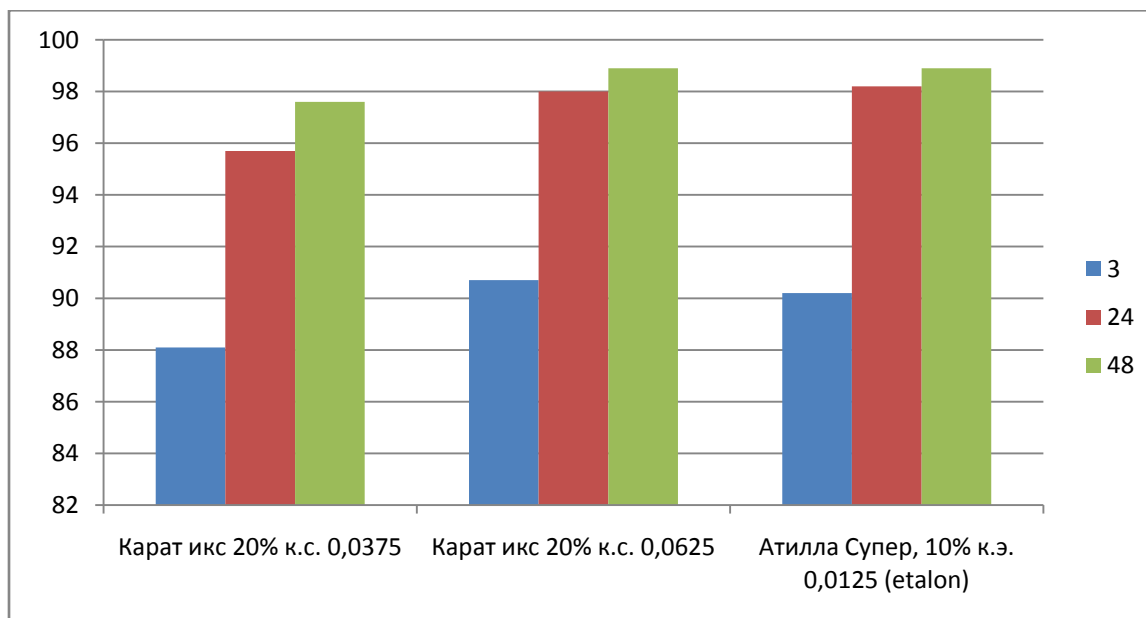


Fig. 1. Biological efficacy of the drug Karat IKS 20% k.s. against young nymphs of the Italian locust (Andijan region, Andijan district, The territory Uzbekistan 14.06.2020)

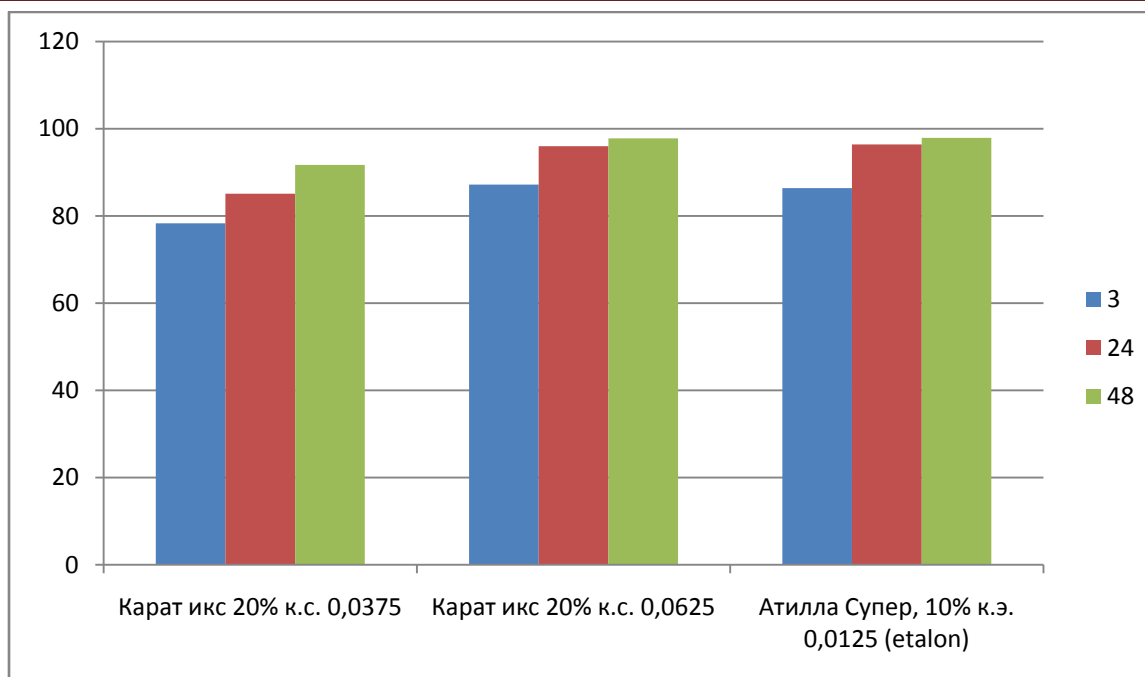


Fig. 2. Biological efficacy of the drug Karat IKS 20% k.s. against old nymphs of the Italian locust (Andijan region, Andijan district, The territory Uzbekistan 14.06.2020)

Using Karat IKS is 20% s.k.a. against young nymphs of the Italian locust amount of 0.0625 l / ha, after 3 hours of treatment shows 90.7%, after 24 and 48 hours, respectively, 98.0 and 98.9% of biological efficiency. The results of the experiment showed that the difference between the biological efficacy of the drug in the amount of 0.0375 and 0.0625 l / ha compared to the young nymphs of locusts was less than 3%, and the karat IKS to the young nymph of locusts was 20% k.s. It was concluded that it is advisable to consume the drug in an amount of 0.0375 l / ha.

A similar experiment was performed on old nymphs of the Italian locust. According to the experimental results, the carat IKS is 20% k.s. At a dose of 0.0375 l / ha, the biological efficiency was 78.3% after 3 hours and 85.1 and 91.7% after 24 and 48 hours, respectively. In our experiment with old nymphs at a rate of 0.0625 l / ha, the biological efficiency was 87.2% after 3 hours of treatment, and 96.0 and 97.8% after 24 and 48 hours, respectively.

Karat IKS 20% k.s. The difference between the biological efficacy of the drug obtained at the rate of consumption of 0.0375-0.0625 l / ha compared to the old nymphs of the Italian locust was greater than 6%. Therefore carat IKS 20% k.s. It was concluded that it is advisable to use the drug in the amount of 0.0625 l / ha compared to old nymphs of Italian locusts.

As a etalon at the experiment, Atila Super 10% k.e. was used. The amount of 0.125 l / ha of the drug showed a biological efficiency of 98.9% in 48 hours compared to young nymphs of Italian locusts, 97.9% compared to old nymphs.

Subsequent experiments Aikido-super 10% em.k. in Bulakbashi district of Andijan region. to determine the biological effectiveness of the drug against different ages of Moroccan locusts. In the experiment, Aikido-super 10% em.k. 2 types of the drug were sprayed at the rate of 0.1 and 0.12 l / ha. In experiments to determine the biological efficacy of the drug against young nymphs of Moroccan locusts, the biological efficacy in 3 hours after treatment at 0.1 and 0.12 l / ha was

87.6 and 91.3%, respectively, after 24 and 48 hours. the biological efficiency was 95.8 - 98.3 and 97.7-99.4%, respectively.

A similar experiment was performed on oldnymphs of Moroccan squirrels at a consumption rate of 0.1 and 0.12 l / ha after 3 hours of treatment with a biological efficiency of 78.3-89.4%, and after 24 and 48 hours, respectively, 85.2- 95.7% and 90.4-98.2% biological efficiency was achieved (Fig. 3 and 4.).

By default, in both experiments, the Atila Super 10% k.e. drug was used. The drug showed a biological effectiveness of 91.1% in 3 hours, 98.7 and 99.5% in 24 and 48 hours compared to young Moroccan locusts in the amount of 0.125 l / ha. The drug showed a biological efficacy of 89.6% after 3 hours and 96.5 and 98.5% after 24 and 48 hours, respectively, in a trial against oldnymphs of Moroccan locusts.

According to the results of experiments, Aikido-super 10% em.k against young nymphs of the Moroccan locust. application of the drug at a dose of 0.1 l / ha, and against oldnymphs at a dose of 0.12 l / ha.

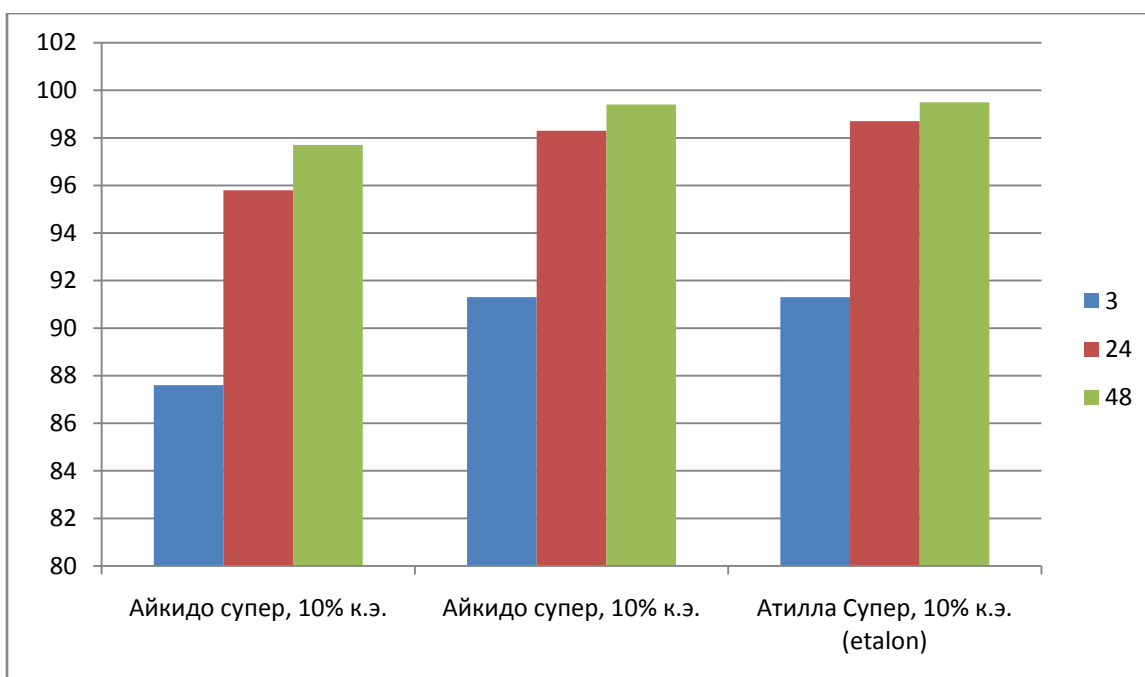


Fig. 3. Biological efficacy of Aikido super against young nymphs of Moroccan locusts, 10% e.k. Field experiment, Bulakbashi district, Andijan region, (120 l / ha), 2020 y.

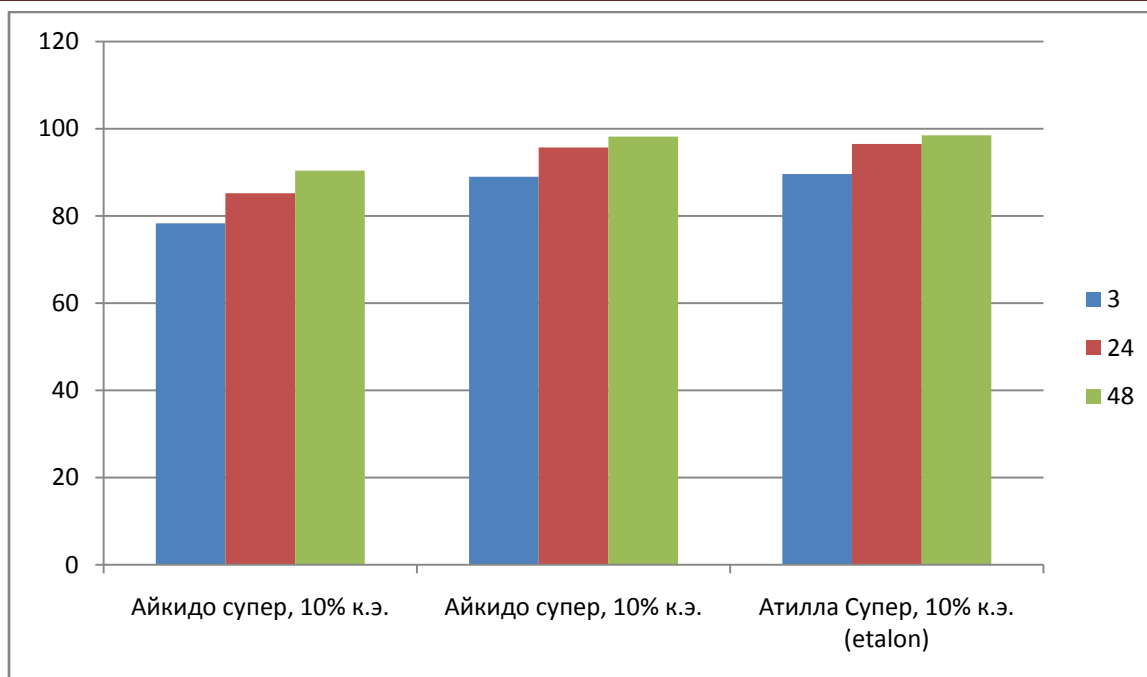


Fig. 4. Biological efficacy of Aikido super against old nymphs of Moroccan locusts, 10% e.k. Field experiment, Bulakbashi district, Andijan region, (120 l / ha), 2020.

Further experiments were conducted in Kuva district of Fergana region. The experiments were performed to determine the biological efficacy of ALPAC 100 EC against swarming locust nymphs of different ages.

According to the experimental results, when tested against juveniles of Moroccan and Italian locusts, ALPAC 100 EC showed a biological efficiency of 94.8% at 3 hours after treatment and 98.9% after 24 hours.

In addition, experiments were conducted to determine the biological effectiveness of ALPAC 100 EC against Italian (4 and 5) nymphs of Italian and Moroccan locusts. It should be noted that within 1 hour after treatment with the drug, the nymphs stopped feeding and stopped moving. In the process of calculating the number of nymphs, 24 hours after processing, the biological efficiency was found to be 97.1%.

Karache as an etalon, 10% k.e. The drug was used in an amount of 0.125 l / ha. These experiments also showed that the drug has a high biological efficiency (98.5%). (fig. 5 and 6).

It should be noted that no nymphs were observed in the control variant during the experiments.

According to the results of experiments, Lambda-Plus, a 20% EC drug at a consumption rate of 0.75 and 0.125 l / ha, showed high biological efficacy of Italian locust nymphs and children.

Experiments have been conducted to determine the biological efficacy of Lambda-Plus, a 20% EC, against nymphs of locusts of different ages in swarms. The oasis locust was found to be dominant in the experimental area. Prior to processing, the amount and density of locusts were determined in the experimental field.

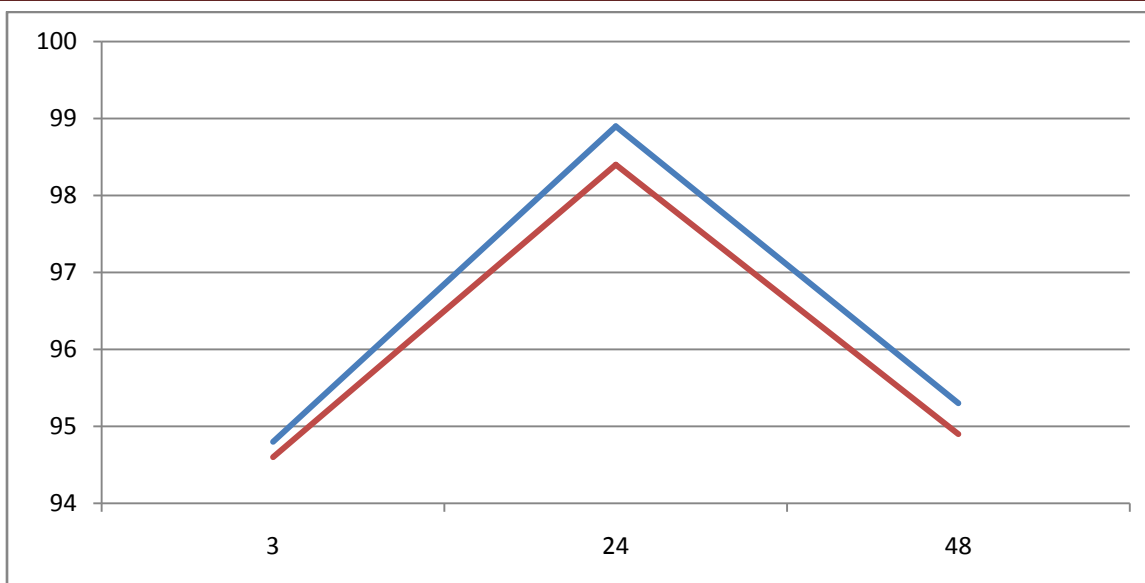


Fig. 5.ALPAC 100 EC against young nymphs of Moroccan locust. Biological effectiveness of the chemical (Sherbutaev massif, Kuva district, Fergana region)

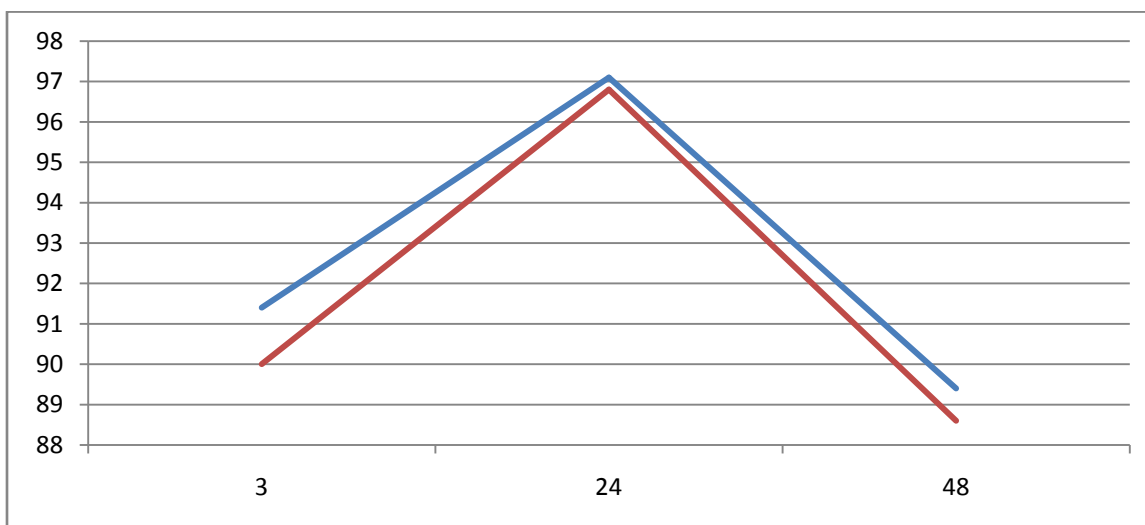


Fig. 6.ALPAC 100 EC against old nymphs of Moroccan locust. Biological effectiveness of the chemical (Sherbutaev massif, Kuva district, Fergana region)

According to him, the number of locusts per 1 m² is 40-100.3 hours after treatment with the drug began to count the number of locusts. Experiments to determine the biological effectiveness of Lambda-Plus, 20% EC preparation against locust-forming locusts were conducted in the territory of Ulugbek massif, Bulakbashi district, Andijan region (fig. 7 and 8).

In the experiment, the drug was administered at a dose of 0.075 l / ha. Young nymphs of locusts were selected. Calculations were performed 3 hours after treatment with the drug. It should be noted that the highest biological efficiency was observed 24 hours after treatment (95,8%).

Old nymphs were treated at a dose of 0.125 l / ha. The results of the experiment revealed a biological efficiency of 96.8% against Italian locusts.

As an experiment, Karache received 10% em.k drug. This drug was used at a cost of 0.125 l / ha. In the etalon variant, high biological efficiency was found to be 97.8% (fig. 7 and 8).

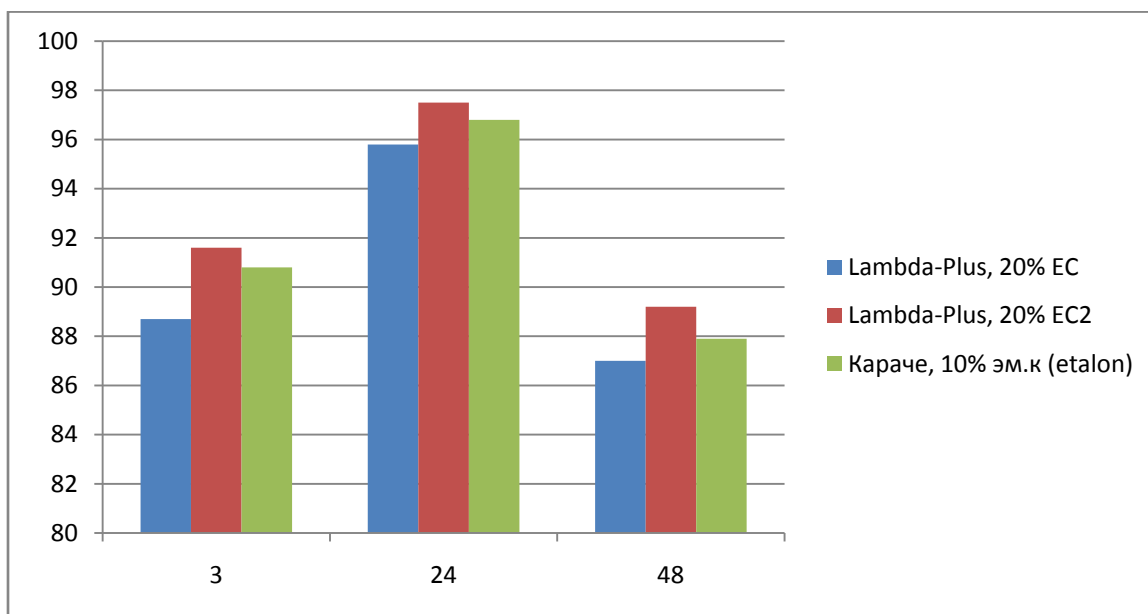


Fig. 7. Biological effectiveness of Lambda-Plus, 20% EC against young nymphs of Italian locusts (Ulugbekmassiv, Bulakbashi district, Andijan region)

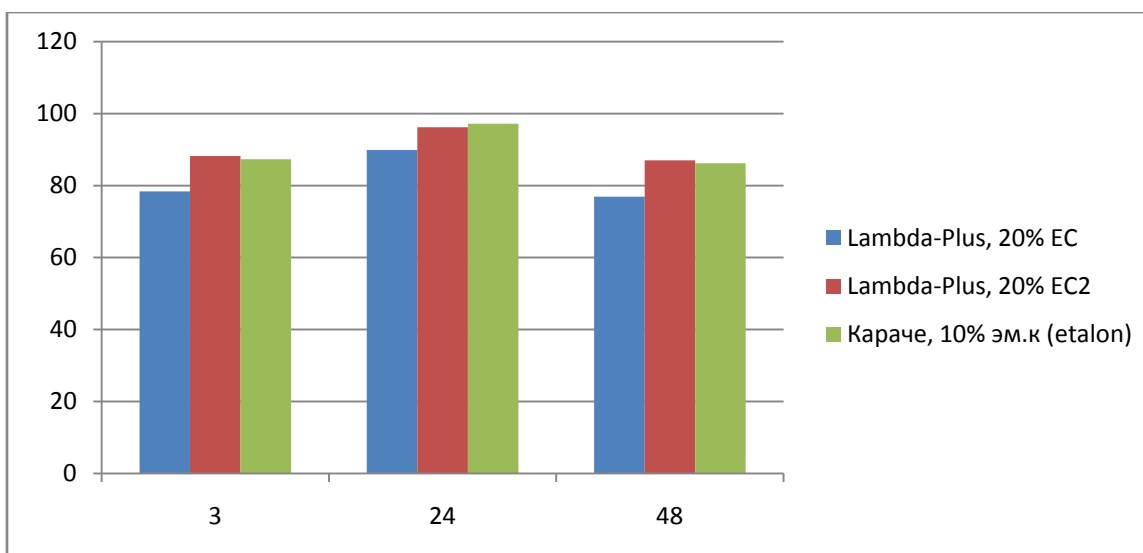


Fig. 8. Biological effectiveness of Lambda-Plus, 20% EC against olds of Italian locusts (Ulugbek massif, Bulakbashi district, Andijan region)

Alpha 10% s.k. Experiments were carried out to determine the biological effectiveness of the drug in the case of Italian locust against nymphs of swarming locusts of different ages.

Prior to processing, the amount and density of locusts were determined in the experimental field. According to him, the number of locusts per 1 m² was found to be 40-50. 3 hours after treatment with the drug began to count the number of locusts.

Alpha 10% s.k. Experiments to determine the biological effectiveness of the drug against locusts were conducted in the territory of Akhunboboev, Markhamat district, Andijan region (5.13-жадвалга карант). In the experiment, the drug was administered at a dose of 0.1-0.15 l / ha. Young nymphs of locusts were selected and treated against them at a rate of 0.1 l / ha. Calculations were performed 3 hours after treatment with the drug. It should be noted that the highest biological efficiency was observed 24 hours after treatment (96.2%) (fig. 9-10).

Old nymphs were treated at a dose of 0.15 l / ha. The results of the experiment revealed a biological efficiency of 97.4% of Italian locusts compared to old nymphs.

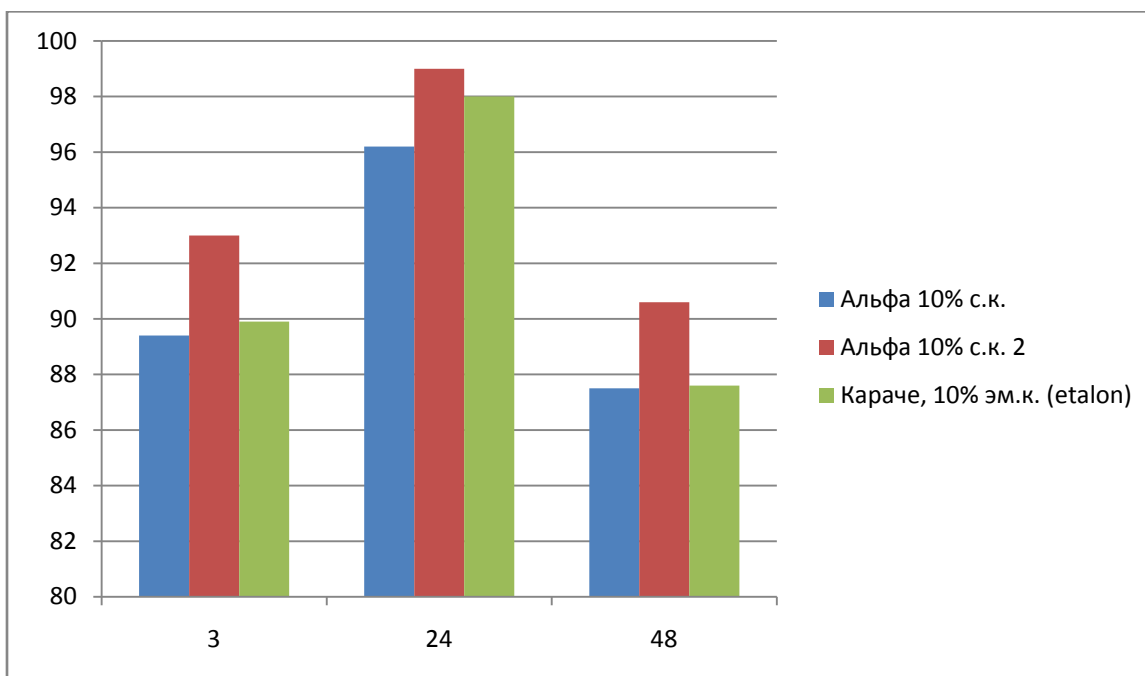


Fig. 9. Alpha 10% s.k. Biological effectiveness of the drug against Italian locust 2-3 years instar (Akhunboboev massif, Markhamat district, Andijan region)

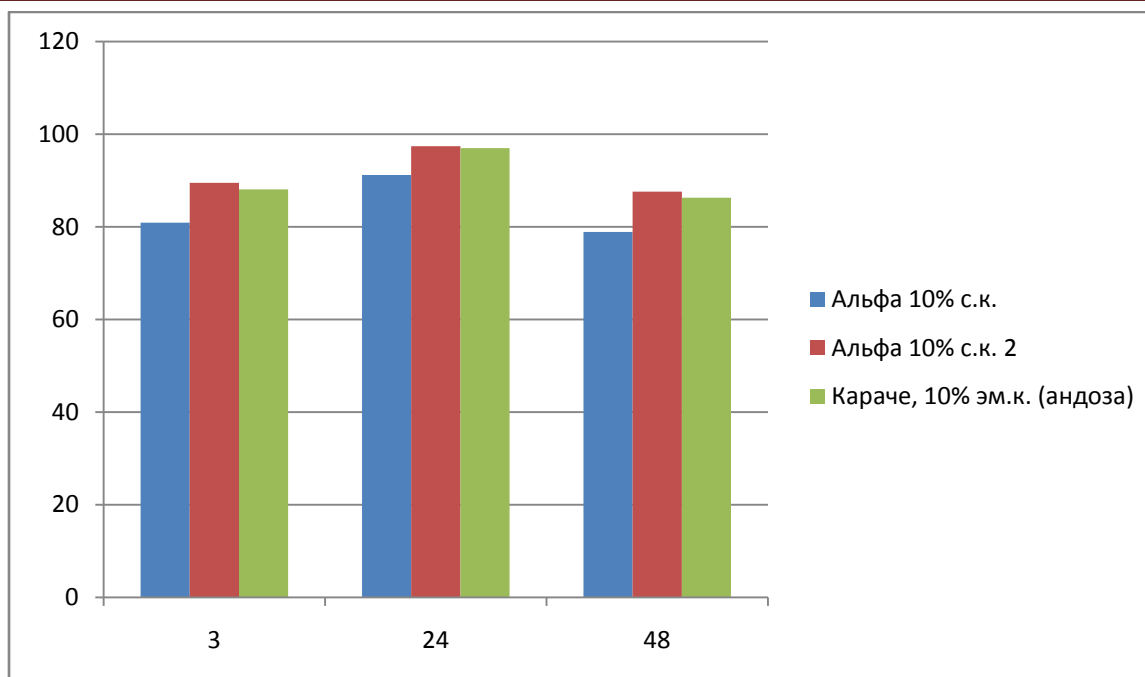


Fig. 10. Alpha 10% s.k. Biological effectiveness of the drug against Italian locust 4-5 years old (Akhunboboev massif, Markhamat district, Andijan region)

DISCUSSION

Based on the experiments, it can be said that the biological effectiveness of the drug Karat X 20% sus.k. for oasis locust nymphs (2-3 years, 0.0375 l / ha-97.6%; 0.0625 l / ha-98.9%; 4-5 years, 0.0375 l / ha-91.7%; 0.0625 l / ha-97.8%;), Lambda-Plus, 20% EC biological efficiency (2-3 years, 0.075l / ha -95.8%; 0.125l / ha-97.5%; 4-5 years old, 0.075l / ha-89.9%; 0.125l / ha-96.2%), Alpha 10% s.k. biological efficiency (2-3 years, 0.11 / ha-96.2%; 0.15l / ha-99.0%; 4-5 years, 0.11 / ha-91.2%; 0.15l / ha-97.4%).

Aikido super for Moroccan locust nymphs, 10% k.e. biological efficiency (2-3 years, 0.1 l / ha-97.7%; 0.12 l / ha-99.4%; 4-5 years, 0.1 l / ha-90.4%; 0.12 l / ha-98.2%), biological efficacy of ALPAC 100 EC (2-3 years, 0.1 l / ha-95.3%; 4-5 years, 0.1 l / ha-89.4 %).

Based on the results of field experiments, it was recommended to include these drugs in the list of drugs approved for use against locusts in Uzbekistan.

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INCREASING THE ROLE OF VIRTUAL BANKS IN DEVELOPMENT DIGITAL ECONOMY (ON THE EXAMPLE OF UZBEKISTAN)

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ABSTRACT

The article discusses the issues of studying the potential and challenges associated with changing types of banks, and the prospects for the development of virtual banks, in the same way as traditional ones. In the article, the author considers the creation of virtual banks in Uzbekistan. As a result of the research, the author has developed his own proposals and conclusions.

KEYWORDS: *Virtual Bank, Banking Sector, Digital Economy, Authorized Capital Size, Digitalization, Transformation*

INTRODUCTION

Virtual banks are a priority project in the strategy of digitalization of the economy of the last five years. Transformation into a virtual bank will give a new chance to increase the degree of trust and sufficiently cover the demand of people and businesses in banking services. Flexibility will allow you to create a long-term perspective of trusting relationships with the client and the release of financial resources by reducing the spending base of banks. Virtual banking should be perceived as an integral future of the market economy.

Banks are not only participants in settlement, deposit and credit relations. Insurance operations and stock market operations are carried out through banks today. The latter (brokerage operations and trust management) occupy a significant weight in the banking practice of developed countries. Banks have been acting as consultants for a long time, participating in the discussion of economic development programs. Consortia and conglomerates combining industrial enterprises and financial institutions represent some.

The emergence of virtual banks is a time requirement. Only a radical reform of the digital environment in the banking sector will create the foundations for the development of the digital economy. The current stage of expanding digital transformation in Uzbekistan is the first impetus for the creation and development of a new economy. In order for innovative types of services to increase in the banking sector, the state needs to develop a basic strategy for the development of the digital economy. The reason for this is that Internet users are increasing every second. Without exception, the need for the development of virtual banking was also shown by the experience gained during the COVID-19 pandemic, which prompted people to switch to remote banking services.

The relevance of the topic is that new technologies help to eliminate many financial barriers, which leads to the provision of new services and the creation of more affordable products for customers. Recent developments in the field of IT technology have created a completely new concept of service development, which has changed the field of sales and services in general. Virtual banks have rapidly begun to gain a place in the international market, providing a wide range of services for customers. It is likely that in this regard, commercial banks face a number of problems in order to maintain their place in the market and attract new segments in the process of the digital economy.

In this regard, the purpose of writing this article is to develop scientifically sound proposals and recommendations for improving the level of development of virtual banks in Uzbekistan. Based on the goal, the following tasks are set:

1. Justification of the role of virtual banks in the economy;
2. Analysis of the creation of a virtual bank;
3. Development of proposals and recommendations for the development of virtual banks.

Literature review

The founder of the modern concept of transformation and virtualization of commercial banks is King B. – a recognized American banker-innovator. In his book "Bank 2.0. How Consumer Behavior and Technology will Change the Future of Financial Services," he describes the end of the era of traditional (classical) banking. In the future, the concept of bank transformation was developed in his next book "Bank 3.0". The second study of King B. it showed the unlimited possibilities of modern technologies, their accessibility for many financial market participants, who become full-fledged competitors of commercial banks in the creation and promotion of innovative financial services and products, and are an integral part of the banking sector.

Professor of the Tashkent State University of Economics N.G. Karimov in the article "Virtual banks: prospects for their development" notes that virtual banking is not widespread today, due to a number of reasons, primarily related to the fact that classical banks are actively developing Internet banking, which in terms of functionality is approaching the implementation of most functions provided by the bank.

In addition, Professor N.G. Karimov points out that it is worth considering the psychological aspects associated with clients' distrust of financial institutions without physical offices where the client could come and get the necessary advice. Nevertheless, the professor notes great chances for the development of virtual banking due to a noticeable reduction in costs for the maintenance of physical offices of banks.

The theory of disintermediation, which emerged at the beginning of the 21st century, also speaks about the transformation of banking functions. Kozlova S.Yu. in her article writes that the transition from traditional to virtual service in the banking sector is expressed through the loss and decrease in the effectiveness of banking functions as financial intermediaries. Also, according to N.I. Parusimova, in the article "The banking sector is a growth catalyst", banks do not create added value, which would characterize them as capitalist, but remain at the stage of exchange relations inherent in the past, which indicates the dysfunction of banking intermediation or disintermediation. Therefore, with the positive dynamics of macroeconomic indicators of the national banking sector, there is a lack of high-quality pre-education of banks'

business from deposit to interest-bearing form, which will allow expanding the financial potential of commercial banks in the financial market in the future.

There is also a place for foreign reviews, the key to this process is Digital Banking. As the author of the book "Digital Bank" Chris Skinner emphasizes, banking products are decomposed into components. Each banking product can be reconstructed to the smallest common component, and then reconstructed into new structural forms of various applications. Such a component approach requires that each banking service be presented in the form of elementary basic widgets, or objects, if you want, and offered to the client, who will compose them as he sees fit. In other words, a set of ready-made banking products no longer exists - instead, there are their components in the form of applications. The client puts them together according to their needs.

All these drastic changes require appropriate actions that will allow you to keep up. Unfortunately, this is exactly what banks can't cope with. They are too slow to change, and sometimes stubbornly resist the changes needed in the digital age.

Some banks are even afraid of changes, because it is very difficult to change without seeing the end point of these changes. Since everything that is described is an innovation for them.

Research methodology

The basis for writing the article is the study of the experience of foreign virtual banks and the current regulations governing the business of banks in Uzbekistan. The article uses methods of abstraction, comparative analysis, economic and theoretical analysis, and offers a number of models for the further development of virtual banks through the development of the economic and technological potential of the state. This will have a positive impact on the market situation of the banking sector to the advanced level of developed countries and will create the foundation for the opening of new virtual banks in Uzbekistan.

Analysis and results

By and large, banks are perceived as an intermediary in settlements, currency exchange and lending. Nevertheless, these are only partial fragments of the essence of the banking business and are not exhaustive. Companies and people can themselves perform the functions inherent in banks: act as lenders, borrowers, intermediaries in cash payments.

A bank is a separate phenomenon in the economic environment, an indispensable participant in stock and currency exchanges. Banks can independently perform exchange operations, perform trading and investment operations with securities. However, neither from a historical nor from a logical point of view does this make the bank a part of the exchange organization. Private banks appeared long before the stock exchange, before the emergence of securities trading. At the same time, it is important that securities trading is far from the main part of the banking business.

The essence and functions of the bank determine its role in the economy. The role of the bank should be understood as its purpose, what it arises for, exists and develops: the concentration of free capital and resources necessary to maintain continuity and accelerate production, the rationalization of monetary turnover.

The functions of the bank include: accumulation of funds by the bank, regulation of money turnover, implementation of payment turnover, intermediary, holding a cash register, issuing a

loan, managing and storing securities, buying and selling cash and non-cash currency, issuing guarantees, trust function, etc., i.e. those that have received the status of mandatory for the bank.

In market conditions, banks serve as the most important source that feeds the national economy with additional monetary resources. Modern banks not only trade money, at the same time they are market analysts. By location, banks are closest to the business, its needs, and changing market conditions. Thus, the market inevitably puts the bank among the fundamental, key elements of economic regulation.

The essence and functions of the bank determine its role in the economy. The role of the bank should be understood as its purpose, the reason for which it arises, exists and develops. Just like the function, the role of the bank is specific, it addresses the economy as a whole, to the bank regardless of what type it belongs to. When assessing the role of a bank, it is important to see its public purpose. From the position of ownership, the Bank is a heterogeneous institution. Attracting customers by improving the quality of their services and developing new products was the main task for commercial banks, and the second priority issue was the distribution and distribution of their services by attracting new customers. Now it is not possible to develop only by improving quality, so at the moment the main goal of the management of new virtual banks is to identify the needs of customers and then develop suitable products that would satisfy them. Analysis of customer requirements comes first when developing a strategy in a global unstable environment, since bank managers cannot influence these changes, which cannot be predicted, but the general trend is captured precisely in consumer behavior. Attracting consumers themselves to create the products and services they need is the ultimate aerobatics in the strategic development of the bank and its innovative business model through advertising, surveys, etc.

The central bank is most often owned by the state. Carrying out its activities at the macro level, it acts as a national institution that conducts policy not in the interests of a particular region, a particular group of sectors of the national economy or enterprises, but in the interests of the state, the nation as a whole. Acting at the same time as an economic institution, the central bank does not set itself the task of making a profit.

It is noteworthy that favorable conditions were laid in Uzbekistan for the opening of digital banks back in 2018, thanks to the Decree of the President of Uzbekistan "On measures to radically improve the activities of the Central Bank". Today, one of the main and large-scale tasks of the Central Bank of the Republic of Uzbekistan is to improve the system of virtualization of banks, improve the system of remote banking services with the help of innovative banking technologies. According to this document, a "digital bank" is a bank or its structural subdivision that provides banking services at a distance (remotely) through innovative technologies. It is obvious that the number of digital banks, compared to the "traditional" ones, is much smaller at the moment.

However, it is already possible to assess the advantages of digital banks over "traditional" ones and predict a significant increase in their number in the near future. It should be clarified that the availability of electronic banking services (online banking, Internet banking) does not make the bank digital in the current definition of "virtual bank". Online banking is just a service that works via an Internet connection for the convenience of customers, but the bank remains the same bank - with a head office, back and front offices, branches, bureaucratic procedures and staff. Today, almost all banks have an online banking service, it is convenient and is in demand among millions of users around the world. At this stage, the activity of banking services has not

decreased and banks that position themselves as non-banks or virtual banks have already begun to appear.

It should be emphasized that the development of digitalization of banks in Uzbekistan does not have the level that was described above. Today there are 3 main virtual banks operating in Uzbekistan, such as TBC Bank, Anor Bank, Apelsin. In January 2020, the Central Bank of the Republic of Uzbekistan issued a preliminary permit to Georgian TBC Bank to open a bank in Tashkent, and in April, Joint-Stock Commercial TBC Bank received a license to conduct banking activities. Georgian TBC Bank's plans to enter the Uzbek market with its digital neobank Space became known in January 2019. (In April 2019, the bank bought a controlling stake in the Payme payment service for \$5.5 million). Also, in March 2020, the Central Bank's Banking Supervision Committee decided to issue a preliminary permit for the creation of Anor Bank digital bank in Tashkent. These new virtual banks gave an impetus to the emergence of virtual banks in Uzbekistan.

Since the opening of TBC UZ Bank, the number of transactions has increased by 81.8% compared to last year, to 2.3 million. Their volume at the same time increased by 2.23 times. In the year since its launch, TBC UZ has launched 8 showrooms and 33 retail outlets in Uzbekistan. In September 2021 TBC UZ agreed on investments from international organizations. The European Bank for Reconstruction and Development, together with the International Finance Corporation, will buy 20% shares in the bank. The transaction amount will be about 200 billion soums. At the same time, the bank remains unprofitable, it follows from the data on the Unified Portal of Corporate Information. Losses for the first half of the year amounted to 41.9 billion soums.

If we consider the activities of TBS bank for 2020, we can see that the first year of operation of the virtual bank ended with financial losses.(see table1.)

28. Money is a universal equivalent that serves as a measure of the value of a commodity.

29.

B conditions of the administrative-command system in the USSR

Applied (1)

1. Bank loan

B conditions of a market economy in the Russian Federation applies (2) 2. Mortgage loan

3. Commercial

Credit

4. Consumer

Credit

5. International

Credit

6. Civil loan

30. B depending on the degree of security, the following types of loans are distinguished:

- Secured
- Short
- Bank
- Civil
- Blank

TEMA 1. THE NEED AND ESSENCE OF MONEY

Tests:

1. The need for money is determined
 - a) Development of commodity exchange
 - b) Presence of the state
 - c) Uneven supply of goods and services
 - d) Seasonality of production
 - e) Social division of labor
2. Approaches to the origin of money
 - a) Naturalistic
 - b) Rationalistic
 - c) Economic
 - d) Metallic
 - e) Evolutionary
3. Order of development of forms of value
 - a) Monetary - 4
 - b) Full or expanded - 2
 - c) Simple, single or random - 1
 - d) Universal - 3
4. Necessary properties of goods in the role of money
 - a) High value
 - b) Portability
 - c) Recognition
 - d) State property
 - e) Divisibility
 - f) Recognition
 - g) Its presence in the majority of the population

h) Persistence

5. The role of money is

a) Manifestation of their essence as a universal equivalent of value

b) Characterization of money as an economic category

c) Scope of money

d) Results of the use of money in the economy

6. Prerequisites for the emergence of money

a) discovery of gold deposits

b) Transition from a subsistence economy to the production and exchange of goods

c) Formation of centralized states

d) Private ownership of the means of production

e) Property separation of commodity producers

f) Emergence of large wholesale markets

7. The main property of money is

a) negotiability b) profitability

30

Table1.

JSCB "TBC Bank" Statement of financial Position. As of December 31, 2020

c) Liquidity d) solvency

8. Money will last as long as it exists

a) Commodity production

b) Currency market

c) Stock market

d) Bill circulation

e) Barter

9. The essence of money is

a) Their participation in the implementation of various types of social relations

b) Their functions

c) their active role in market conditions

d) Because they depend on the movement of goods

e) That they serve as a means of general exchange for goods and services

Topic 2 Functions of money

1. The functions of money are

a) The results of the use and impact of money on various aspects of the activity and development of society

b) Concrete external manifestation of their essence as a universal equivalent of value

c) Conditions necessary for the proper functioning of money

d) Price of money lent

2. The essence of the function of the measure of value is manifested in the fact that money acts as:

a) intermediary in the exchange of goods

b) Means of paying debts

c) Universal cost benchmark

d) Store of value and savings

e) Means of payment for goods and services

3. The essence of the function of the medium of circulation is manifested in the fact that money acts

a) intermediary in the exchange of goods

b) Means of paying debts

c) Store of value and savings

d) The universal equivalent, the measure of the value of all other commodities

4. When money performs the function of a means of payment, the counter movement of money and goods:

a) Always happens;

b) Happens periodically.

C) occurs only with cash payments;

d) Not happening.

6. The main purpose of the function of money as a measure of value is that it

a) Ensures the issue of government securities

b) Provides the commodity world with a single cost standard

c) Ensures the creation of cash savings

d) Ensures the issuance of debt obligations

5. The function of money as a measure of value ... guarantees the realization of all other monetary functions

6. Inflation affects:

a) Using money as a store of value;

b) Money functions as a reflection of their essence;

c) The use of money as a medium of exchange;

d) The use of money as a means of payment;

e) The function of money as a measure of value.

7. Money as a means of payment is used:

a) In commodity-money exchange;

b) When paying off obligations;

c) When paying wages;

d) In retail trade;

e) When repaying a loan;

f) When paying interest.

8. The process of loss of monetary functions by gold is the demonetization of gold

9. The use of money as a means of payment

a) Limited

b) Narrows

c) Expands

d) Remains unchanged

10. The role of money is:

a) Concrete external manifestation of their essence as a universal equivalent of value

b) Characterization of money as an economic category

c) Scope of money, determined by the functions of the medium of circulation and the means of payment

d) The results of the use and impact of money on various aspects of activity and development societies

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ASSETS	
Cash and cash equivalents	80,828,373
Funds in other banks	1,386
Loans and advances to customers, including finance lease receivables	15,051
Investments in debt securities	91,906,986
Fixed assets	17,489,583
Assets in the form of right of use	8,286,616
Intangible assets	7,107,551
Deferred tax asset	4,479,174
Other assets	

TOTAL ASSETS 213,182,334	
OBLIGATIONS	
Funds of other banks	1,620
Customer funds	1,073,642
Lease obligations	7,341,667
Other liabilities	6,567,491
TOTAL LIABILITIES 14,984,419	
EQUITY CAPITAL	
Share capital	221,746,927
Accumulated Damage	(23,549,012)
TOTAL EQUITY 198,197,915	
TOTAL LIABILITIES AND EQUITY 213,182,334	

Source: official website www.tbc.uz

The financial report shows that TBC Bank's activities for 2020 ended with a loss. Such a result was expected, because in our opinion, this loss, for the first year of activity in Uzbekistan, was contributed by the inability of virtual banks to exist in the banking sector of Uzbekistan. But we believe that further development and implementation of the correct banking policy of these banks will lead to greater profits and an increase in clientele in the future.

In a short period of time, digitalization has revolutionized the world of banking. Nowadays, it is not unusual for customers to pay for goods with one touch of the app or check their bank balance on their smartphone while on the go. Cutting-edge technology has changed customer needs, and remote on-demand services have become the new norm.

It is also worth noting that, within the framework of the Best Bank Awards 2020, the business publication Asiamoney recognized Agrobank as the "Best Digital Bank in Uzbekistan". After enlisting KPMG to help him develop a five-year business plan in 2019, the bank went all-in on digital technology. About 260000 consumer customers are now using its mobile application, and 52118 are using its business application, which allows them to apply and receive loans online: the bank can approve micro-loans within a few minutes. He started work on a multi-channel digital banking platform, implemented credit scoring software and launched an electronic trading platform for his clients. For the first time in Uzbekistan, a new generation instant money transfer system has been introduced by the domestic Agrobank and the Russian Sberbank - when transferring Russian rubles, they are automatically converted into Uzbek soums and credited to the recipient on an Agrobank plastic card

In Uzbekistan, a situation is developing that is directly opposite to the expected prospects for the development of virtual banks in developed countries. In developed countries, national banking systems compete fiercely with virtual banks, and the development of virtual banks leads to losses of the real banking systems of these countries. In Uzbekistan, the national banking system, on the contrary, is economically interested in the development of a virtual banking system and creates all favorable conditions for them. This is because: virtual banks will carry out free advertising of those banking services that the real banking system has, but they are not in demand for one reason or another. A striking example is the services for the issuance and maintenance of electronic plastic cards; the development of virtualization of the banking system will contribute to the liberalization and democratization of banking legislation, and the establishment by the

state of transparent working conditions in the banking services market; the development of computer networks and a virtual banking system can lead to a significant increase in business activity and the revival of the economy, that is, the creation of new provider firms, the expansion of orders for software equipment suppliers, increased revenues of telephone companies, the emergence of demand for the construction of new ones, increased turnover in the trade of computers and office equipment, the creation of an Internet cafe network;

The experience of customers communicating with virtual banks will increase the level of social awareness of the role and place of the banking system in society.

But, despite the development of the virtual network segment, there is no threat of any serious competition between virtual banks and the national banking system. This is because there are a number of objective reasons:

- ☐ the domestic banking system is highly developed, and according to many characteristics (the speed of payments, the level of regulation by the Central Bank, etc.);

- ☐ the virtual system has a number of objective disadvantages described above, which will not allow it to compare with the real network of commercial banks;

the low level of income and wages of the majority of the population, which will not allow you to have not only excessive funds for operations in the virtual banking system, but also to purchase expensive office equipment for such operations;

- ☐ lack of a legal framework regulating this type of activity;

lack of technical infrastructure for the development of computer networks outside of large cities.

Also, certain disadvantages of digital banks include their narrow, in comparison with the broad masses of citizens, target audience. For example, the vast majority of pensioners and elderly people who are not familiar with modern technologies will not be able to fully use the services of Neo banks. Moreover, digital banks are mostly "sharpened" for monetary transactions taking place inside the network and in the absence of their terminals (or a small number of them), and sometimes even plastic cards (for the sake of virtual cards and electronic wallets). For some, this may be a decisive argument in favor of choosing traditional banks.

Also, factors slowing down the spread of digital banks in Uzbekistan are an unadapted regulatory framework and insufficient technological capacities (data centers, experienced IT specialists, Internet coverage and speed, etc.).

It is worth emphasizing that a special role in the development of the digital economy has been developed in accordance with the Decree of the President of the Republic of Uzbekistan On the STRATEGY FOR REFORMING the BANKING system of the REPUBLIC OF Uzbekistan FOR 2020 — 2025 in the banking sector, the following goals have been set: carrying out complex transformations in the banking system aimed at forming a modern banking system, increasing the investment attractiveness of banks and introducing new standards of banking services and the prospects for the development of virtualization of the banking system are also considered.

The priority directions of the strategy of reforming the banking system are:

- ☐ creating the competitiveness of banks in a market economy;

- ☐ Absence or reduction of banks' dependence on state resources;
- ☐ Creation of modern automated banking infrastructure for traditional and virtual banks;
- ☐ Cancellation of non-core functions of banks;
- ☐ ensuring the financial stability of the banking system by improving the quality of the loan portfolio and risk management, observing moderate growth in lending volumes, conducting a balanced macroeconomic policy, improving corporate governance and attracting managers with international practical experience, implementing technological solutions for assessing financial risks;

reduction of the state share in the banking sector through the comprehensive transformation of commercial banks with a state share, the introduction of modern banking standards, information technology and software products, the sale of state-owned shares of banks on a competitive basis to investors with appropriate experience and knowledge, as well as parallel reform of commercial banks and enterprises with a state share;

improving the availability and quality of financial services by concentrating the state presence and taking targeted measures on underserved and vulnerable segments, the widespread introduction of remote services for the population and small businesses, the development of a network of low-cost service points, as well as creating favorable conditions for the formation and development of non-bank credit institutions as a complementary part of the unified financial system of the republic.

CONCLUSIONS AND SUGGESTIONS

Thus, this article argues that for the prospects of expanding the activities of virtual banks in our country, the participation of the state plays an important role. In the medium term, the main strategic objectives have been identified. Firstly, to increase the financial stability of banks and expand the range of financial services in the domestic market. Secondly, the activation of Uzbekistan's virtual banks in the international capital market. These measures, of course, indicate the desire and readiness of our country to integrate into the digital economy. Thus, despite the existing obstacles described above, the emergence of virtual banks contributes to the liberalization of the existing banking system and will also have a positive impact on the country's economy as a whole.

Therefore, with this article, a number of tasks have been developed for further research:

- ☐ development of a separate regulatory law and regulations that will regulate this system, as well as amendments to the law "On Banks and Banking Activities in the Republic of Uzbekistan" ;
- ☐ create a fully developed infrastructure for work for both employees and customers of virtual banks;
- ☐ to improve the financial literacy of the population, in particular in remote regions of the country;
- ☐ create conditions for the development of virtual banks by the state, (benefits, low interest rates of lending);
- ☐ increase the trust of potential customers by creating favorable conditions.

Also, the lack of a fully developed computer network (including the Internet, modern technical equipment, etc.), the distrust of a certain segment of the population to innovative changes in the banking system (the elderly, people who do not have access to the Internet) negatively affect the development of the emergence of virtual banks in general. However, it must be said that it is a matter of time, education and resources when digital banks will be able to translate these shortcomings in their favor.

In our opinion, virtual banks will take time to gain the trust of a wide range of potential users. The banking policy that is carried out in our state has a very positive impact on the economy of our country as a whole. Therefore, we believe that improving digitalization in the banking sector will be a huge step into the future and is a priority in their development.

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THE METHODOLOGICAL POSSIBILITIES OF MOVEMENT STYLE FORMS AS A LINGUISTIC PROBLEM

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ABSTRACT

This article is devoted to the analysis of the grammatical category of movement style. The article describes the historical aspects of this part of grammar, the results of current scientific research. The views of such thinkers as AlisherNavoi and Mahmud Kashgari are analyzed. It is appropriate to cite the following reasons for the recognition of the noun style: first, the name corresponds exactly to the national nature of this grammatical category in the verb; it also avoids the confusion associated with naming a single event under different names. On the one hand, language is a means of materializing the product of thought for man, and on the other hand, it becomes a material basis, an opportunity for speech, a means of extracting the product of thought.

KEYWORDS: *Movement Style, Linguistics, Grammar, Alishernavoi, Style, Method.*

INTRODUCTION

Uzbek is one of the undeniably rich languages. Mahmud Kashgari writes in the preface of his *Devonilug'* atitturk: "God created the state sun in the Turkish constellation. He also made the sky suitable for their property. He called them Turks... The main way to get closer to them is to speak their language... I heard this from a trustworthy scholar from Bukhara and another trusted scholar from Nishapur, who said this in reference to the Prophet: learn the Turkish language because their dominance will last a long time.

The responsibility for whether the hadith is true or false rests with the one who said it. If true, it is necessary to learn Turkish; even if the hadith is incorrect, it is necessary to study it"¹. The forms of behavior we are analyzing today are also specific to this rich and ancient language, which is considered "obligatory" to study.

We know that the grammatical category of action belongs to the group of verbs. In the morphology of the Uzbek language, the group of verbs, which has a wide range of possibilities, has its own simple and complex grammatical categories compared to other word groups, has been studied in great detail both in traditional Uzbek linguistics and in the substantive direction. .

The great scholar Mahmud Kashgari also explains that he divided the words in "*Devonilug'* atitturk" into two parts in each section - nouns and verbs, and that the roots of research on this verb and its units date back to ancient XII. Centuries.

Hazrat Mir AlisherNavoi in his work "Muhokamatullug'atayn" analyzes the gradual lines of a hundred verbs and proves on the basis of poetic examples that there are forty verbs of action and state in the gradual line of the verb to cry.

In Fitrat's works, the verb and the grammatical content of the verb are analyzed on the basis of the term foil.

In the Soviet era, Turkic scholars from AA Baskakov, NK Dmitriyev, E. Mamanov to EV Sevortyan; From A. Gulamov to U. Tursunov, J. Mukhtorov, A. Hojiyev; From Sh. Shoabdurahmonov H. Yusupkhojayeve, F. Kamolov, F.Abdullayev, G.Abdurahmonov, M.Askarova, Sh.Rahmatullayev, A.Abduazizov, E.Begmatov, R.Kungurov, I.Qo ' Chkortoiev, Y. Tojiev, E. Kilichev, S. Akbarov, S. Ferdaus, B. Juraev, G. Sharipov.

During the years of independence in the study of verbs and their units H. Nematov, G. Zikrillayev, R. Rasulov, A. Nurmonov, R. Sayfullayeva, B. Mengliyev, O. Bozorov, Sh. Shahobiddinova, M. Kurbanova, B. It is worth mentioning the special services of Bahriddinova, O. Shukurov, M. Mengliyeva.

Indeed, based on the factual material collected on contemporary prose, it can be said that words belonging to the category of verbs, in particular, are ambiguous and mobile, with active usage in the language. Its form and structure are also different: it means a single word, two words combine to form a whole, it forms a combination of more than one word. and others. The next feature is more often associated with adverbial and sometimes adjective forms of verbs.

The wide range of verbs is characterized by the richness of different grammatical categories and forms, and the fact that their syntactic potential is so strong that it cannot be compared to any other word group².

Forms of action in Uzbek linguistics are first of all style category (A.Gulamov), auxiliary verb (A.Hojiyev), analytical form (M.Askarova), and its place in science as a form of movement was associated with the name of H.Nematov.

It is appropriate to cite the following reasons for the recognition of the noun style: first, the name corresponds exactly to the national nature of this grammatical category in the verb; it also avoids the confusion associated with naming a single event under different names. After all, all the virtues are absorbed into the human heart, first of all, by the unique charm of the mother goddess, the mother tongue. The mother tongue is the soul of the nation. Any nation that loses its spirit will inevitably lose its identity³.

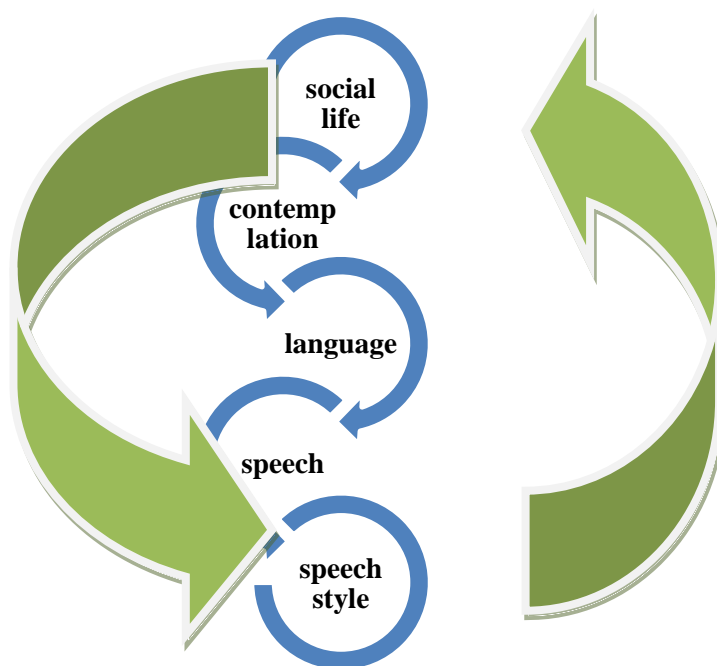
Although the morphological forms of the Uzbek language are mainly synthetic in nature, this feature is predominant in the language, but does not dominate. Accordingly, there are analytical (onam uchun, qalam bilan, maktab sari) and synthetic-analytical (sahnaga tomon, buloqqa qadar) forms of words. The forms of action, as mentioned, are also synthetic (aytolmayman, aytaver), synthetic-analytical (o'qiy boshlamoq, ko'rib qolmoq) and analytical (aytdi-qo'ydi, yedi-ichdi-qo'ydi, ketdi-qoldi) forms morphological forms.

In the forms of action in the analytic form, the auxiliary word is characterized not by the strength of maintaining its lexemal nature, both formally and semantically, but by squeezing the relative clause that binds it to the leading verb. the formal-spiritual contradiction, which consists in the spiritual condensation and the desire to maintain the formal independence as a result of the formation of the leading verb with a cut-off index⁴.

We know that an important feature of language is its communicative function - to convey information to the listener. After all, man reflects existence in the invaluable mirror of his thinking (brain), synthesizes it in his thinking, makes certain judgments on this basis, forms an idea (thought, conclusion, conclusion), uses it in language to express the part he considers necessary in speech. uses a variety of paradigmatic or hierarchical units to select the most appropriate and convenient one. On the one hand, language is a means of materializing the product of thought for man, and on the other hand, it becomes a material basis, an opportunity for speech, a means of extracting the product of thought. Hence, the occurrence of any product of thought in speech requires a certain style.

In any speech situation, a person conveys information to the interlocutor (listener) within a certain style of speech. Naturally, the degree to which a speaker achieves fluency in a particular style of speech depends on his or her thinking, taste, language, and speaking ability, as well as his or her accurate assessment of the speech situation.

It should be noted that the occurrence of linguistic units, of course, intersects with the style of speech. This can be expressed as follows (see Figure 1):



This means that what is in social life is reflected in our thinking in the form of judgments through sight, hearing, touch, feeling, feeling, guessing, knowing, etc .; judgments of thought are materialized in language and its emergence takes place through speech, the realization of speech activity, of course, depends on a certain style of speech, speech always serves to perform communicative, expressive and cumulative tasks among people of social life (society) can do.

Relevant literature suggests that the word style is derived from the Greek stylos - a stick. Ancient and medieval people used metal, bone, and wooden sticks as writing instruments. The writing sticks had a pointed tip, which people used to write on waxed wood, birch bark, and tanned leather. The other end of the writing sticks was in the form of a stick, through which it was possible to erase the places of writing that were considered unnecessary or incorrect, and this

situation is "changed (deleted) by the stick", ie "stick" (style). "The faster the record is changed, the greater the chance of deleting unsuccessful entries. Of course, this was seen as a positive aspect of the writer - self-assertive, striving for excellence. Accordingly, the phrases "rotate the style often" (Gorases), "finish the style (correction)" (N. Koshansky) are often used⁶.

The emergence of a particular style of speech is always associated with the problem of choice. What are the conditions of speech for a person to express one or the same idea, to whom the idea is intended, the level of the speaker, the culture of speech, worldview, choice of words, the level of the listener, comprehension, etc. it is always necessary to find the most convenient, effective and optimal way of expressing ideas in accordance with the conditions of speech.

Today's style distinguishes the following five styles of speech: 1) the style of speech; 2) scientific method; 3) formal working style; 4) journalistic style and 5) artistic style.

Experts divide these five styles into two main groups depending on the number of speakers they use.

The first group - based on monologue speech - includes methods: 1) scientific style; 2) formal working style; 3) journalistic style;

The second group - based on dialogic speech - includes: 1) style of speech; 2) artistic style⁷.

It should be noted that the grammatical principles of the linguistics of the time are based on the same principles. Including,

Scientific style. Scientific works on various branches of science, technology, art (textbooks, manuals, guidelines, scientific pamphlets, monographs, dissertations, abstracts, scientific articles, theses, annotations, resumes, etc.) in a scientific style is written.

The scientific method differs from other methods in that it is rich in scientific conclusions (rules, definitions, axioms and classifications) based on accurate data. For example, language cannot exist without man and people, and therefore without society. Language serves the community and enables its members to communicate⁸.

In the scientific style, each discipline uses its own scientific terms, in which the words are used in their own sense, separate sections, introductory words, introductory compounds, which serve to reveal the content of the rule or definition, it is also used more in conjunction.

Formal work style. Decisions, laws, regulations, international documents issued by government agencies are written in a formal departmental style. Applications, receipts, certificates, summonses, invitations, contracts, biographies, announcements, descriptions, acts, reports, protocols, transcripts, etc. are also written in this style. Documents in this style are concise, clear, and understandable to all. The main feature of this style is that the sentences are in the same pattern.

In this style, too, words are used in their own sense, some well-known abbreviations are used, and terms specific to each industry are used. The formal style is often used in the form of pronouns, and in the case of decisions, orders, instructions, and so on. This style follows the normal order of the passages. For example, **I have a cold**, so please excuse me from today's class.

Journalistic (popular) style. The most popular method of propaganda is the press. Socio-political words are often used in this style. Effective words and phrases, hadiths, proverbs and sayings are also used to make the speech effective.

In this style, the parts of speech are in the usual order, the cuts are represented by command and message verbs, and the use of verbs, excitement, and rhetorical interrogatives, common motives, and repetitive words and phrases is used effectively. Including, Respect for our national values, customs and traditions, respect for the elderly, benevolence to the initiatives of young people are the signs of tolerance inherent in our people. (From the newspaper)

Conversational style. One of the most commonly used methods is conversation. This style often follows the rules of literary language. Conversational speech often takes the form of dialogue. A speech composed of the bite of two or more persons is called dialogic speech.

Conversational style can often include a variety of stylistic words, grammatical devices, and sounds that can be dropped or added: Obbo, you've done everything right. We enjoyed it. Go oouut!

In colloquial speech, the order of words in a sentence is much freer. More simple sentences, incomplete sentences, motivational sentences are used. In the family, the way people communicate on the street is called the conversational style. Conversational style includes both literary and casual style. A style of speech that adheres to the norms of literary language is a style of literary speech, and a style of speech that does not have this feature is a simple style of speech. Both types of conversations often take the form of dialogues. In this style, the words are usually full of irony, pitching, and jokes.

Another characteristic of the style of speech is freedom. Sentences are short and concise, often using words, incomplete sentences, proverbs and sayings, and phrases. A vernacular is the language spoken by a people. Literary language is a language that is structured, developed, and polished according to certain language rules. The vernacular is broader and includes dialects, professional words, terms, jargons, and words related to a certain category (a social group). Speech in this language is free and not based on grammar.

A dialect is a form of language that represents only certain features of a particular region. A set of dialects is called a dialect. Sheva and dialects are the local spoken language of the population living in a certain area (for example, Bukhara dialect, Namangan dialect).

Artistic style. Works of art (poetry, prose and drama) are in the style of art. In addition to informing a person, a work of art also has an aesthetic effect through images. For example, Autumn has come to life ...

In the artistic style, the protagonists use simple words, rhymes, vulgarisms, and even barbarism, jargon, and slang to fully describe a particular speech situation.

The style of artwork is a mixed style. It also has its own style of speaking and book style.

When we look at the texts specific to each of the five speech styles, we see that all of them use forms of movement, which suggests that the use of forms of movement should be studied in all speech styles.

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TECHNOLOGY FOR THE DEVELOPMENT OF TEACHERS' COMPETENCIES IN INTERNATIONAL ASSESSMENT PROGRAMS IN THE PROCESS OF PROFESSIONAL DEVELOPMENT

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ABSTRACT

The article provides information about international assessment programs (PISA, PIRLS, TIMSS, TALIS), their goals and objectives. Problems in preparing for international assessment programs. Recommendations were also made to increase the competence of teachers in international assessment programs in the process of professional development.

KEYWORDS: *International Assessment Programs, Pisa, Pirls, Timss, Talis, Global Innovation Index, Context, Mathematical Literacy, Natural Science Literacy, Reading Literacy, Creativity, Critical Thinking.*

INTRODUCTION

The knowledge gained in school determines a person's future life path. Many measure knowledge by evaluation. But assessment is not a clear criterion for determining knowledge. It is just a tool to motivate students to be active. Each teacher has his own method of work, the method of assessment. A general analysis of students' knowledge and skills determines the level of quality of education in the country. For this purpose, during the academic year, internal and external monitoring is conducted in each educational institution. As a result, the most exemplary schools, the sequence, the potential of teachers and the level of mastery of students are determined. This process is one of the most important criteria determining the development of education. In order to further develop the system of assessment of students' knowledge at the level of international requirements and the quality of education, the first steps are being taken to use international assessment programs in the education system of the Republic of Uzbekistan.

Effective participation in international research programs, preparation of students for research, the creation of new national assessment systems of the education system is one of the most important issues today. The preparation of international assessment programs, the continuous improvement of knowledge and skills of teachers and students in these programs should become a key issue today. Today, the development of the national innovation system and the improvement of innovation potential are the most important factors of economic growth in the country.

Therefore, the problem of studying these factors is relevant for many countries and international organizations around the world. In this regard, the existence of an evaluation system designed for rapid and reliable analysis of the level of innovative development is of great importance. International rating systems created by reputable international organizations are used as such

evaluation systems. The most popular of these is the Global Innovation Index, used by INSEAD Business School, Cornell University and the World Intellectual Property Organization [1].

The Global Innovation Index (GII) is recognized worldwide as the most important source of information on innovation activity and a useful monitoring tool for decision-makers. This index is noteworthy for its application to both economically developed and emerging market economies, as well as for its broad approach to innovation.

The rapid development of all spheres of life of society and the state is rapidly accelerating the path of reforms to make our country one of the leaders of world civilization and modern innovative ideas, developments that ensure quality advancement and technology-based implementation.

PISA is an international assessment program that assesses the literacy (reading, mathematics, natural sciences) of 15-year-old students in different countries and their ability to apply their knowledge in practice [2].

The following will be examined under PISA:

How ready are young people for the confrontations they will face in the future?

Are students able to analyze, search for, and identify the causes of conflict and present their ideas?

To what extent do students have the ability to apply their knowledge and skills to real life?

The main goal of PISA is to assess the level of in-depth knowledge that allows students to take an active life position after graduation. Assessment of student readiness is carried out in three areas (Reading Literacy, Mathematical Literacy, Natural Science Literacy). Each of these corresponds to a specific academic discipline. The main focus is on students understanding the basic concepts, mastering the basic methods studied within the three areas outlined above. and focuses on the ability to apply their knowledge in a variety of situations. The assessment does not pay special attention to students' mastery of the full content of the subject.

General and cognitive competencies related to the mathematical content outlined in the PISA International Assessment Program Standards (FrameWork). The content of the assessment of mathematical readiness of 15-year-old students is based on the concept of mathematical literacy. Mathematical literacy is "the ability of a person to identify and understand the place of mathematics in the world in which he lives, to make reasoned mathematical judgments, and to use mathematics to meet the present and future needs of a thinking, curious, and creative citizen" [3].

PIRLS is an international assessment program that measures the level of reading and comprehension of 4th grade students in a school. More than 50 countries are participating in the PIRLS study. The aim of this international study is to read the text of primary school students in countries with different education systems. and preparation for admission and identification and assessment of specific features of the education system that lead to different achievement of students. Of course, such research is of great importance to workers, scholars, Methodists, teachers, parents, and community members in the field of public education.

The aim of the research is to identify outcomes that are common and important to students by offering texts that are more commonly used in life for them to read and understand.

Monitoring to determine the quality of education of 4th and 8th grade students in mathematics and science at TIMSS-school.

The International Monitoring of the Quality of School Mathematics and Science Education (TIMSS - Trends in Mathematics and Science Study) is a program organized by the International Association for the Assessment of Educational Achievement (IEA). This survey is conducted once every 4 years.

The main task of the TIMSS international study is to make a comparative assessment of the quality of school mathematics and science education. Every 4 years, the academic achievements of 4th and 8th grade students are assessed, and at the same time, it is possible to compare not only their knowledge and skills, but also their attitude to these subjects, interest, and motivation for learning. The main plan of the research: for 4 years, the results of his knowledge of mathematics and natural sciences will be monitored until the 4th grade student reaches the 8th grade.

TALIS is reliable in terms of specific indicators that allow for appropriate analysis of the professional and pedagogical development of principals and students of general secondary schools, as well as the learning environment and conditions and an international evaluation program that develops comparative data[6].

To train good teachers all over the world, to involve them in long-term work, to improve the skills of teachers. and interest in incentives is growing. Student achievement is the nature of the processes that take place in the classroom. and with quality, firstin turn, it was found to be closely related to teacher activities. Research in recent years has shown that a teacher's professional qualities are a key factor in determining students' achievements at the school level and can compensate for the lack of knowledge available among students who may have been performing poor quality education for several years. However, the problem of not having a qualified and enthusiastic teacher coming to every class still persists. To this end, the development of an acceptable policy on teacher status is, first and foremost, a specific national one. and the lack of information on what may be most effective in local conditions.

International Study of Teaching and Learning Systems (TALIS International Study System) conducted by the OECD on the working conditions of teachers. and is the first international comparison study of what conditions exist in schools. Its purpose is to enable states to adopt policies that support the conditions that ensure the effectiveness of school processes. and helping to develop[7].

TALIS provides an opportunity to learn about teachers' perspectives on mutual pedagogical practices. In addition to the main topics, the surveys explore other topics that are important for relevant analysis. It should be noted that TALIS does not collect regulatory and administrative information, but teachers. and reflects the views of school principals, who are teachers. and the opinions of school principals. and reflects their own accounts of the general teaching and activities of the schools. This is through TALIS to make the necessary decisions in the field of education in the country, to train teachers and serves as a unique and critical source of information for the development of educational institutions.

The above international assessment programs are being introduced into the education system of the Republic of Uzbekistan, ie the relevant agreements for participation in these programs have been concluded and are being gradually implemented. For example, in April-May 2021, an

experimental pilot phase of the PISA international program was conducted, and in April-May 2022, 15-year-old students participated in basic research. In 2021, our students participated in the main tests of the PIRLS study. In 2022, the TIMSS study participated in the experimental pilot phase, while preparations for the 2023 core test are underway.

The main purpose of participation in these studies is that students who pass international tests must have the knowledge, skills and abilities that meet this requirement, and they must be formed accordingly. In order to prepare students for these international programs, it is important for teachers to be aware of these programs, that is, to have knowledge and skills on international programs and their tasks.

Therefore, in order to prepare for these programs, it is necessary to perform the following tasks in the process of professional development in the education system in order to achieve high results and increase the competence of teachers in these programs:

- State educational standard, curricula in the native language, mathematics and natural sciences, based on the results of international research. and making changes and additions to the content of textbooks;
- Creating a national database of questions from international assessment programs and integrating them into curricula;
- Development and implementation of additional manuals and literature based on the curriculum, which includes questions of international assessment programs;
- Organization of short-term professional development courses in order to update the forms, methods and technologies of teaching the native language, mathematics and natural sciences and to increase the knowledge and training of teachers in this area;
- Posting information on international assessment programs on school websites.
- Creating training programs for teachers and students to prepare for international programs and implementation;
- Development and implementation of mobile applications on the example of open assignments of international programs;
- Development and implementation of electronic multimedia manuals on international programs;
- Principals, deputy principals in schools and organizing separate seminars for teachers on a regular basis;
- Creation of special platforms for preparation for international evaluation programs and constantly replenishing it with data;
- To establish contacts with leading educational and research centers, international and foreign organizations in the member countries of the Organization for Economic Cooperation and Development, to participate in the PISA, PIRLS, TIMSS and TALIS evaluation programs and study the experience of advanced and developed countries;
- Study, analyze and teach seminar materials to others;

- Take measures to fully equip schools with modern computer technology, taking into account the fact that PISA research is organized on a computer basis;
- International research program, its goals and objectives, student, teacher and explain to parents;
- Mathematics participating in seminars and trainings organized by international experts and the formation of groups of Methodists (trainers) in the natural sciences by region;

International assessment programs support decision-making in the field of education policy, providing countries with the opportunity to provide timely information on the achievements and shortcomings of the education system, to analyze the impact of relevant programs. Since international surveys such as PISA, PIRLS and TIMSS, aimed at assessing the quality of education, are being conducted for the first time in the education system of Uzbekistan, it is important to conduct them correctly, effectively and objectively.

Timely and high-quality implementation of the above tasks will ensure the integration of the education system of our country into the international educational process, increase the knowledge and skills of teachers in international assessment programs. Indeed, effective participation in international assessment programs is an important factor in improving the quality of education.

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FORMS AND METHODS OF PARLIAMENTARY CONTROL ACCORDING TO THE FORM OF GOVERNMENT

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ABSTRACT

The article deals with the constitutional and legal institution of parliamentary control in the Republic of Uzbekistan from the point of view of its place in the system of state control. Theoretical approaches to the concept, essence and features of control activity in general, as well as state and parliamentary control, are analyzed. Based on the nature and essence of the parliament as a legislative (representative) body of state power, a conclusion is made about its fundamental role in the system of branches of public power and the legal necessity for parliament to have a control function. The article reflects the goals of parliamentary control, their characteristics are given. It is proposed to expand the list of principles of parliamentary control in order to better understand its essence. The author of the article pays special attention to the role and importance of the institution of parliamentary control in the Republic of Uzbekistan, its influence on the form of government in Uzbekistan.

KEYWORDS: State Control, Parliamentary Control, Principle Of Separation Of Powers, Parliament, Legislative Power, Parliamentarians, Parliamentary Functions, Public Administration.

INTRODUCTION

Parliamentary control plays a special role in ensuring the implementation of laws, decisions of the head of state, as well as in his activities are constantly responsible for the most important issues of socio-economic life, as well as in the system of checks and balances. The study of the institution of parliamentary control as a method of interaction and interdependence of branches of government on the principle of separation of powers, serves the implementation of laws and state programs, the creation of effective mechanisms for addressing political and socio-economic issues. The problem of rational balance between parliament and government in the system of state power remains relevant in the constitutional legislation of foreign countries and in the scientific works of legal scholars. The relationship between parliamentary control over the legislature and the executive has a direct impact on the form of government in each state. Legal scholars have given different definitions of the institute of parliamentary control and its features.

Materials and methods

As a result of this research, the following key issues were analyzed: first, an assessment of the impact of parliamentary oversight on the form of government; second, to identify specific

aspects of the functions and forms of parliamentary control on the principle of separation of powers.

In order to find answers to the above issues, in this study, such methods as historical, system-structural, comparative-legal, logical, complex study of scientific sources, analysis of statistical data were used.

Research results

According to Greek scholars F.Fitsilis, D.Koryzis, the current goal of "parliamentary control" is to focus primarily on government activities and to promote public debate [1].

According to T. Khabrieva, the basis, measures, procedures and forms of parliamentary control are the legal element of the system of restrictions and contradictions, which is determined by law, ensuring the balance of public authorities to check the activities of executive bodies [2, p. 224.]. According to M.Najimov, the best way to get acquainted with the implementation of the law is to monitor, the main purpose of which is not to punish those who do not comply with the law or obstruct its implementation, but to eliminate shortcomings in law enforcement and improve this mechanism." [3,p. 136.].

According to A.X. Saidov, an important aspect of parliamentary control is to eliminate gaps and violations in the activities of the executive branch [4,p. 185.]. According to B. Strashun and V. Ryzhov, in many cases the executive branch emerges as the object of the institute of parliamentary control. In some cases, parliamentary oversight may be applied to the head of state, the judiciary, and local authorities. The institution of parliamentary control is exercised politically over the government and legally over other state bodies [5, p.12.].

In our view, parliamentary oversight is the process by which parliament monitors and evaluates the full implementation of laws by executive bodies and officials and their activities, and as a result identifies obstacles to the implementation of laws and takes measures to eliminate them.

As can be seen, one of the most important functions of parliament is to improve oversight. As noted by the President of the Republic of Uzbekistan Sh. Mirziyoyev, "it is necessary to strengthen the activities of the parliament in making important decisions and monitoring the implementation of laws" [6].

The strengthening of the concept of "parliamentary control" in the Constitution of the Republic of Uzbekistan has served as a basis for improving its legal framework. The main areas of parliamentary control in the Republic of Uzbekistan include: the implementation of state programs on the constitution and laws, parliamentary decisions and decisions of the head of state; on observance of human rights and freedoms; on defense and security; on the execution of the state budget; control over the formation of public administration and government bodies; control over foreign policy activities [7, p. 394-399].

Foreign experience in parliamentary oversight

In the experience of foreign countries, an important tool for assessing the performance of government agencies through the legislature is the oversight function of parliament. According to S.Erniyazova, "although the analysis of foreign practice shows that there are different models and forms of parliamentary control in the system of legislature, the fact that the state has more powers in all developed and developing countries, regardless of the form of government, is

important in exercising parliamentary control over the executive” [p. 5.]. According to A.Latifov, the models of parliamentary control in foreign countries are divided into three (parliamentary, presidential and mixed) in accordance with the form of government [9, p. 26.].

An analysis of the French Constitution shows that the Milli Majlis (lower house) occupies a special place. It has the following powers of parliamentary oversight: to consider matters of confidence in a government program or a general political declaration; the issue of considering a vote of no confidence through a reprimand resolution against the government; consider expressing confidence in the government by voting on a specific bill submitted by the Prime Minister [10, p. 6.].

Parliamentary inquiries can be submitted to the government both orally and in writing under foreign law. For example, in Italian law, a written response to a request must be submitted no later than 20 days from the date of submission. If the request is made orally, the cabinet member will be given 5 minutes at the chamber meeting. The answers given by the government to the inquiry will then be published in the reports of the chamber meeting. According to the Austrian Constitution, the Federal Council (Austrian Parliament) can make inquiries on all aspects of the activities of the executive branch. The Portuguese Constitution also provides for the right of deputies in the sessions of Parliament to make oral and written inquiries to the government on any of its activities. The form of parliamentary inquiry that is effectively used in the legislation of foreign countries is interpellation. Interpellation is effectively used in the legislation of most European countries. According to the Serbian Constitution, at least 50 deputies can file an interrogation on the activities of the Government. The government must respond within thirty days. The People's Assembly shall discuss the answer and vote for it by a majority of the total number of deputies. If the government or its member interprets the appeal, the issue of a no-confidence vote will be on the agenda [11]. In Italy, interpellation is a complex form of parliamentary oversight, a written inquiry by deputies on the specific goals and activities of the government. In this case, the answer to the question is heard at a meeting of the chamber. However, this institution will not result in the parliament taking more serious action against the government or resigning [12, p. 16]. Бундан ташқари In Italy, there is the institution of a resolution of no confidence in the government, which contains proposals, objections and directives on the general political course of the government.

It should be noted that the government may return a rebuttal in response to a request and interplay by parliament if it has the appropriate grounds and evidence. In order to inform the general public about the polls, interrogations and their results, the information of the Italian Parliament is regularly published [13].

The Government Hour is a parliamentary hearing held in Austria at the beginning of each session, once a month in Slovenia and once a day in Austria and Canada. In the Czech Republic, Estonia, France, Germany, Hungary, Norway and Sweden, questions are asked once a week during parliamentary sessions. In the UK, a government hour was held from Monday to Thursday for 1 hour after the first case and case issues were considered [14, p. 168.]. In Germany, the Government Hour (Fragestunde) is held once a week for a total of 180 minutes [15, p. 3.]. However, every MP has the right to ask the Federal Government two oral questions. The timing of questions should be regulated so that questions are short and clear and parliamentary questions do not become a debate. (for example, half a minute in Canada, 1 minute in Finland) In addition to weekly questions, there is the practice of asking “topical questions” in

the experience of a number of countries (GFR). A topical question requires a particular minister to come to the chamber and answer questions of a topical nature.

At the same time, the most effective form of parliamentary oversight is the "investigative committees" set out in the country's constitution. Such a committee may be formed at the initiative of a quarter of the members of the Bundestag. It is noteworthy that such investigative committees are fully supported by the courts and administrative bodies. Decisions of investigative committees are reviewed by the court.

CONCLUSION

In conclusion, it should be noted that in the practice of foreign countries, the main forms of parliamentary control can include: parliamentary inquiry, parliamentary inquiry, interrogation, parliamentary hearings, government hours, vote of confidence or no confidence, parliamentary inquiry. A comparative analysis of the legislation of European countries shows that in countries with a parliamentary form of government, the importance of parliamentary control over the government is stronger than in countries with a mixed form of government[16-17].

Taking into account the above, in order to determine the scope and criteria of parliamentary control in improving the main directions of parliamentary control in the country, to introduce the principles of parliamentary control, to address issues related to guarantees of parliamentary control and to develop in future legislation The procedure of parliamentary investigation, timing, conclusion and decision of the parliamentary commission of inquiry, the results of which will be reflected in the initiative to initiate an investigation, will serve to effectively exercise parliamentary control over the activities of the executive branch.

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EMPLOYMENT GENERATION OF RAMANATHAPURAM DISTRICT THROUGH MSMEs

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ABSTRACT

The Micro, Small and Medium Enterprises (MSME) sector has emerged as a highly vibrant and dynamic sector of the Indian economy over the last five decades. MSMEs not only play crucial role in providing large employment opportunities at comparatively lower capital cost than large industries but also help in industrialization of rural and backward areas, thereby reducing regional imbalances, assuring more equitable distribution of national income and wealth. MSMEs are complementary to large industries as ancillary units and this sector contributes enormously to the socio-economic development of the country. The MSME's provide more employment generation. Employment generation is of paramount importance in our labour surplus and capital scarce of economy. The ministry of MSME shows continuous rise in the production, exports and employment. The Micro, Small and Medium Enterprises contribute around 8 per cent of the country's GDP, 45 per cent of the manufacturing output and 40 per cent of the exports.

KEYWORDS: MSME, Employment, Growth, Industries.

INTRODUCTION

Micro, Small and Medium Enterprises (MSMEs) play a significant role in the economic growth of the country owing to their contribution to production, exports and employment. The sector contributes 8 per cent to the country's GDP, 45 per cent to the manufactured output and 40 per cent to the country's exports. It provides employment to 60 million people through 28.5 million enterprises. Significantly, the MSME sector has maintained a higher growth rate vis-à-vis the overall industrial sector during the past decade. According to a survey, exports from these enterprises have been on the rise, despite increased cost of raw materials, sluggish global demand and stiff international competition. Today, the sector produces a wide range of products, from simple consumer goods to high-precision, sophisticated finished products. It has emerged as a major supplier of mass consumption goods as well as a producer of electronic and electrical

equipment and drugs and pharmaceuticals. An impetus to the sector is likely to have a multiplier impact on economic growth.

REVIEW OF LITERATURE

Subrahmanya bala, M.H. (2004) analyses the impact of globalization and domestic reforms on small-scale industries sector. The study stated that small industry had suffered in terms of growth of units, employment, output and exports. The Researcher highlighted that the policy changes had also thrown open new opportunities and markets for the small-scale industries sector. He suggested that the focus must be turned to technology development and strengthening of financial infrastructure in order to make Indian small industry internationally competitive and contribute to national income and employment.

Sudan, F. K. (2005) explained the challenges in Micro and Small Scale Enterprises Development and policy issues by arising different questions related to Micro and Small Enterprises. The study explained the meaning, advantages, problems and policy options of MSE sector. The study concluded that all the policies which were opted by GOI were the efforts to form a dynamic MSE sector and a diversified economy providing expanded employment opportunities to absorb all new labour force and offer exciting career opportunities.

STATEMENT OF PROBLEM

MSMEs have proved to be a vital element of growth in the economy and employment. Their contribution to employment generation has been well recognized. In order to maintain a competitive frame in the fast emerging new economic arena, and overcome various challenges in the domestic and international economies, MSMEs would need to be provided with suitable institutional capacity-building programmes. Against this backdrop, this study aims to evaluate the contributions made by the MSME sector in India, Tamilnadu and in particular Ramanathapuram district. Further the study has tried to identify both external and internal challenges, threats and opportunities faced by MSMEs in the Study area. The role of Governments and support institutions in the promotion and development of MSMEs has also been analyzed.

Ramanathapuram district is one of the back ward district in terms of all economic activities in Tamil Nadu. More than 60 per cent of the total working population here depends on agriculture equal to fisheries. Hence, the proposed research aims to study the contributions made by the MSME sector in Ramanathapuram district towards employment generation.

OBJECTIVES OF THE STUDY

To examine the growth and performance of MSMEs in India.

To analyses the leading industries in MSME sector.

To examine the employment generated through MSMEs in Ramanathapuram District.

To analyses the sector wise MSMEs in Ramanathapuram District.

METHODOLOGY OF THE STUDY

The present study is fully based on secondary data which has been collected from the various issues and annual reports on MSMEs and Handbook of Statistics on the Indian Economy published by Reserve Bank of India, News Papers, Journals, Magazine and Books etc. The scope

of this study is limited. The secondary data has been taken which is available on internet, annual reports and some online published conferences. The period of the study is 2007-08 to 2011-2012.

RESULTS AND DISCUSSIONS

TABLE NO .1 GROWTH OF WORKING ENTERPRISES AND EMPLOYMENT GENERATION IN MSMEs IN INDIA DURING 2007-08 TO 2011-12

YEAR	Working Enterprises (in lakh)	Growth Rate	Employment generation (in lakh)	Growth rate
2007-2008	377.37	-	842.23	-
2008-2009	393.70	4.22	881.14	4.65
2009-2010	410.82	4.35	922.19	4.63
2010-2011	428.77	4.37	965.69	4.72
2011-2012	447.73	4.42	1012.59	4.86

Sources: MSME's annual report 2012-2013

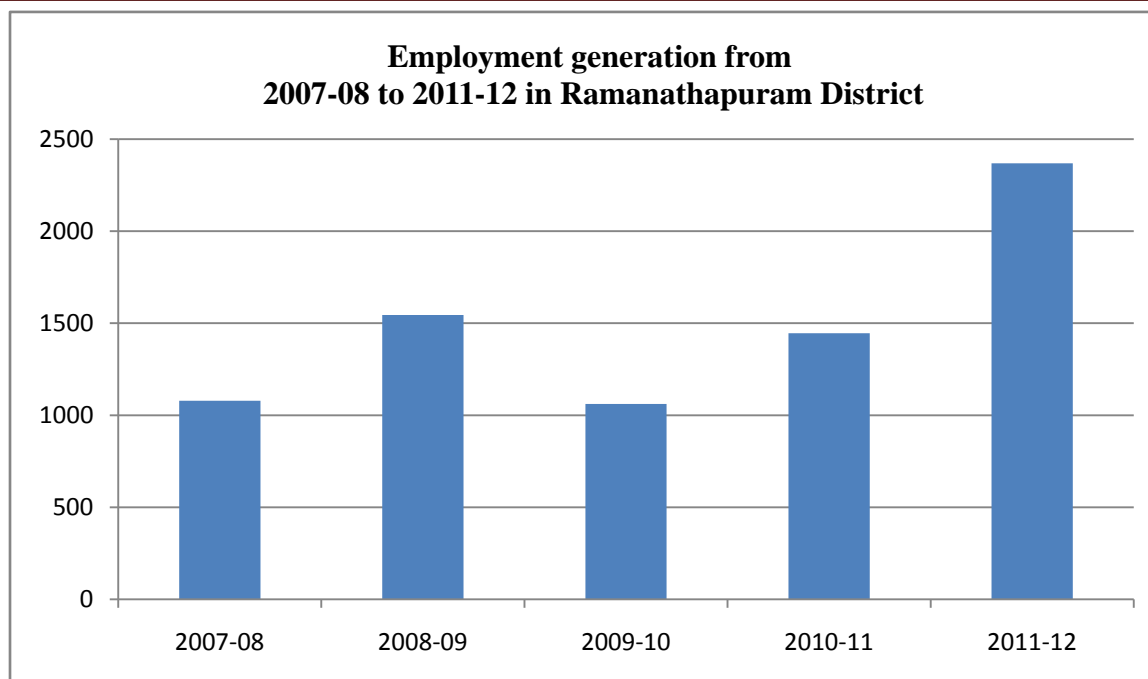
It is depicted from the Table No.1 that the growth of working enterprises and employment generation in MSMEs in India during the year of 2007-2008 to 2011- 2012. During the study period is fluctuating. The maximum number of units has been found during 2011 -2012 with 4.42 per cent and employment 4.86 per cent also have been found at maximum level. While the least number of units registered investment and employment has been recorded during 2007-2008. It thus reveals that there is consistency growth in working enterprises. The gradual growth in employment generation through MSME is decline in the year 2009-10.

TABLE NO. 2 GROWTH OF EMPLOYMENT GENERATION IN RAMANATHAPURAM DISTRICT

Year	Employment Generation	increase / decrease to previous year
2007-08	1079	-
2008-09	1545	43.18
2009-10	1061	-31.33
2010-11	1446	36.29
2011-12	2369	63.83

Sources: DIC, Ramanathapuram

It is known from the Table No.2 that the growth of employment generation through MSME's in Ramanathapuram District. From the above table the maximum employment generation has been recorded during 2011 –2012 with 2369 persons while the lowest of 1061 person has been recorded during the year of 2009-2010. During the study period is fluctuating. It thus reveals that there is no consistency growth with regards to employment during the study period.

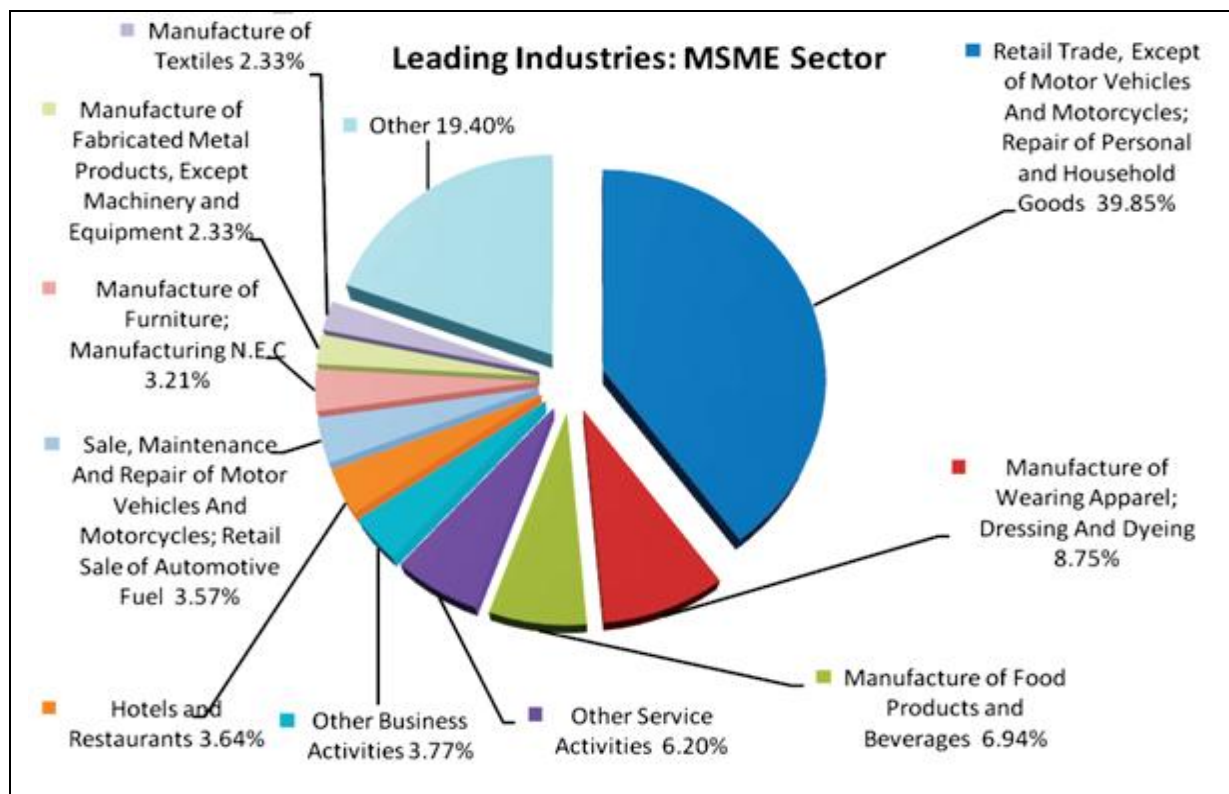


**TABLE NO.3 SECTOR WISE CLASSIFICATION OF MSMES IN
RAMANATHAPURAM DISTRICT**

Sectors	2007-08	2008-09	2009-10	2010-11	2011-12
Agro-based	257	182	249	229	287
Forest-based	97	164	56	94	120
Chemical- based	17	19	18	17	20
Text-tile based	134	56	109	340	589
Electrical & electronic based	70	14	47	56	29
Engineering based	11	48	105	57	82
Service-based	112	72	61	61	127
miscellaneous	381	990	416	592	1115
Total	1079	1545	1061	1446	2369

Sources: DIC Ramanathapuram

Table No.3 expresses that sector wise classification of registered enterprises in Ramanathapuram District. During the study period registered enterprises has fluctuating growth. From the above table in the year 2009-10 (1061) has the least number of registered units and in the year 2011-2 (2369) secure the highest registered units. In this table electrical and electronics based industry has declined stage while compared with 2007-08 and 2011-12. Miscellaneous industries are highly increased while compared with 2007-08 and 2011-12.

Leading industries in MSME Sector:

Sources: MSME's annual report 2012-2013

From the chart it is clearly shows that retail trade industry occupies 39.85 per cent in overall industries in MSME and it is the highest one. Manufacture of textiles and manufacture of fabricate metal products has the least contribution in overall industries in MSME. Each textiles and fabricated metal products contributes equal level 2.33 per cent.

CONCLUSION

MSMEs, as a major contributor towards growth of domestic economy and employment generation, should also get adequate support for its growth and development in terms of policy framework, incentives and other relevant aids and supports. MSMEs play a significant role as the growth engines of the Indian Economy. In fact, they have been playing a critical role in the employment generation and economic development of the country. Their main objectives have been mass employment generation, low investment, Import substitution, export earnings, labor intensive mode of production, capacity to develop indigenous technology and high contribution to domestic production and economic development, employment generation.

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EVALUATION OF THE DEVELOPMENT OF OLDER SCHOOL CHILDREN ON HEALTH TESTS

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ABSTRACT

This article discusses the concept of health and the attitude of adolescents to health as one of the main human values. As well as self-assessment by adolescents of their health. A study was conducted on the attitude of adolescents to health. This is, firstly, the historically established change of pathology factors, which is characterized by the predominance of non-infectious endogenous factors of morbidity and mortality in the population in general and adolescents in particular. The remaining part of adolescents (40%) underestimate the impact of bad habits, "wrong" lifestyle, prevention of healthy lifestyles on the current and future state of health.

KEYWORDS: *Health, Self-Assessment Of Health, Adolescents, Levels Of Attitude To Health, Value.*

INTRODUCTION

The term "health" is widely used in everyday life, both by adults and children. However, its definition is difficult due to the many components related to this phenomenon. Perhaps the most complete and well-known is the definition of health formulated by the World Health Organization (WHO). According to the WHO, health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. From this definition it is clear that "health" is not only the physical condition of a person. Health concerns all spheres of human life. Human health can be considered the greatest value of life. After all, it cannot be bought for any money. Health needs to be protected and protected, it needs to be developed and improved, improved and strengthened. In many books there is such a phrase "health is a necessary condition for happiness." But each person evaluates health - as the highest value? The relevance of studying the problem of adolescents' attitude to health is due to several reasons. This is, firstly, the historically established change of pathology factors, which is characterized by the predominance of non-infectious endogenous factors of morbidity and mortality in the population in general and adolescents in particular. Secondly, it is the relatively low level of health culture and culture of behavior in the field of health that is characteristic of modern adolescents. The high scientific and social significance of the problem under study is directly related to the pronounced deterioration in the health indicators of adolescents. Thus, according to the results of a study of hygiene and prevention of diseases in children, adolescents and youth, about 86% of Uzbek schoolchildren have deviations in the state of physical and mental health.

The concept of "attitude to health" is complex and complex. It includes several aspects: cognitive emotional behavioral. Attitude towards health is one of the most important components of the human value system.

Accordingly, a person's attitude to their own health can be described at various levels: cognitive, behavioral, value-motivational, and emotional. To date, many methods have been developed to determine attitudes towards health. For this follow-up, the Questionnaire "Attitude towards health" was taken (authors Sh. Dzhalalov and S. Abdurakhmonov), which just includes the scales of interest to us. The questionnaire consists of 10 questions that can be divided into four scales: cognitive; emotional; behavioral; value-motivational. The study of the attitude of adolescents to health was carried out as part of the study of the discipline "Health Psychology". The study was conducted on the basis of Fergana schools in 2022. It was attended by 40 teenagers, aged 12-14 years. Based on the analysis of the qualitative analysis of the obtained data, the following was established: At the cognitive level, the majority of adolescents (52%) have an idea of the factors that contribute to both the deterioration and improvement of their health status. They understand the role of health in a person's daily life.

The remaining part of adolescents (40%) underestimate the impact of bad habits, "wrong" lifestyle, prevention of healthy lifestyles on the current and future state of health. It was also found that 72% of the subjects in cases of malaise decide for themselves which medicines to drink (contact friends, search for a treatment regimen on the Internet, and also use past treatment regimens). And only 20% go to see a specialist if they feel unwell. The remaining 4% are just waiting for things to get better. At the behavioral level, the majority of adolescents (80%) adhere to a healthy lifestyle: they do exercises, attend various sports clubs and sections, go to the gym, there are even those who are hardened.

However, after analyzing all the answers, it can be said that adolescents go in for sports not for the sake of health, since they do not classify it as "maintaining health". It can be assumed that teenagers go in for sports, attend sections because of "fashion", perhaps for the sake of communicating with a certain cool person, or for some other reason. 20% of teenage subjects do not attend additional sections. On the emotional level, many adolescents (74%) do not worry about the deterioration of their health, their mood does not decrease. 24% of teenagers feel overwhelmed. It is interesting that both with the deterioration of health and with its improvement, the majority of the subjects (60%) feel indifference. At the value-motivational level, the majority of adolescents (44%) do not consider it necessary to adhere to a healthy lifestyle, as they believe that the state of health largely depends on heredity and the quality of medical care. Another 64% of the respondents go in for physical education, attend various sports clubs and sections, but claim that this is not for health, but for an interesting pastime. In general, health, as a value for most adolescents, occupies 3-4 place after "achieving material well-being", "getting a job", "creating a family". Although in this case, it is necessary to point out the fact that the guys are not informed that it is the state of health that contributes to the achievement of many other goals and the satisfaction of various human needs. Based on the study, several conclusions can be drawn regarding adolescents' self-assessment of their health. Firstly, most adolescents do not consider health to be the main value of a person; health takes 4th place in their hierarchy of values. Secondly, teenagers systematically go in for sports, but not for the sake of maintaining health, but to maintain good physical shape. Thirdly, adolescents believe that the state of health is more dependent on the quality of medical care. Fourth, adolescents prefer to self-medicate,

listen to the advice of friends, or use a past treatment regimen when they feel unwell. Fifth, cases of malaise do not cause negative emotions in adolescents; the general background of mood remains the same in comparison with other situations. Sixth, 97% of adolescents consider themselves absolutely healthy and do not consider it necessary to do anything to maintain this condition. It can also be assumed that adolescents are poorly aware of the consequences of inaction and wrong actions in relation to their health, which can negatively affect their condition.

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THE CHARACTERISTICS OF SCIENTIFIC STYLE

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ABSTRACT

Functional styles have always been analysed and discussed by several linguists and there are various concepts and definitions about them. Scientific style is not an exception although the function is the same. This article sheds some light on the features of scientific style. It aims to explore different perspectives for scientific style in terms of its specifics.

KEYWORDS: *Functional Styles, Scientific Prose Style, Literary Language.*

INTRODUCTION

Functional styles is a system of the language means, which is interrelated and serves for a certain communicative aim (Galperin, as cited in Kosimova, 2021). Scientific prose style. One of them is scientific style that is regarded the language of science, with traits like as correctness and impersonality, and it is used to explain rules, verify hypotheses, and so on. Two types of scientific styles: scientific and scientific-publicistic styles are distinguished by Uzbek linguists, which differ in how they transmit the message; the one is for scientists, while the second is for non-scientists. But according to English scholar, it's known as scientific prose style, since it is devoid of individuality. This article aims to explore specifics of scientific style using definitions and statements of different linguists.

Specific features of scientific style

Scientific style is the style of scientific research. This style is used in the works in the field of science and technology. According to Sultonsaidova (2010) there are several types such as scientific-technical, popular-scientific, scientific-educational, scientific-publicist and scientific-documentary styles (p. 20). Scientific article, lectures and monographs, dissertations are written in scientific-technical style, while in popular science style the information is scientifically explained in an understandable way for everyone; the information is slightly simplified from pure science and scientific achievements are described with public-known words. Textbooks, study guides, manuals are written in scientific-educational style. They should be scientifically stated in a way, which is clear for students. Popular brochures, popular science articles are written in scientific-publicist style. They contain scientific terms, as well as words that affect public sentiment. Scientific documentary style is used in patent for invention or for describing related literature. Such documents contain information about scientific information and protect it legally. Each type of scientific style is different. But they have common features that combine

such as rich in information, objectivity, and accuracy, short and succinct. One more main feature is the active use of terminology.

In a foreign literature, scientific style is not described in different, but related sections as done by Uzbek linguists above. Scientific prose style is distinguished by English linguists. For example, Strevens (1977, as cited in Ahmad, 2012) says scientific speech employs a vast number of Greek and Latin words, roots, and affixes, as well as symbols, numbers, and chemical names that are essentially international in nature. He gives this definition based on scientific discourse in the English language. Zhukovska (2010) also describe scientific prose style focusing on its “accuracy, objectivity, exact and logical presentation of facts and ideas, the most generalized form of expression” (p. 146). Klimova (2013) also discusses its features in her article. She states that scientific prose style serves to convey factual and precise information in a clear, succinct, unambiguous, and straightforward manner. There should not be redundant, repetitive and unimportant information as the audience is a group of professionals who are good at questioning (p. 53). Ewer (1971) concludes that scientific language concerns about technical meaning and prefixes, suffixes, qualifying words are frequent in use.

The uniqueness of the scientific style is that the ideas should be logically clear, consistent, and meaningful. Ideas are reflected in concepts in this style and discussions of this concept and conclusions are given in a logical consistency (Sultonsaidova, 2009). Although logic is the foremost thing, it should be proved. Analysis and synthesis are used interconnected and serve to support the logic. There may be general and abstract concepts, but the logic is obvious. Sultonsaidova (2009) lists the following typical features of scientific style:

- frequent use of terminology;
- one meaning;
- almost no imagery;
- hidden emotionality;
- objectivity of the statement;
- pure and consistency of the statement (p. 21).

She also discusses grammatical and lexical features of scientific style and highlights that it has no phonetic features as it is written according to literary norms. Zhukovska(2010) analysis it from different sides such as its layout, vocabulary, grammar and sentence structure.

CONCLUSION

Although this style is called slightly different as *scientific style* in Uzbek and *scientific prose* style in English languages, they share similar features. Several linguists discussed and analysed its features from different perspectives. It is common to analyse its vocabulary, grammar, sentence structure and layout to explain its specifics. Accuracy, objectivity, exact and logical presentation of facts provide the uniqueness of this style.

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ON THE EXPRESSION OF SYMBOL BEAUTY IN POETRY

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ABSTRACT

The article defines the role of the concept of beauty in literary works and its reflection in national-mental worldviews on the principle of systematic classification, evaluating beauty as a universal and proving that the individual is a natural or acquired phenomenon for national thinking. The concept of beauty in comparable languages and the lexical-semantic means of expressing it become more impressive and colorful using poetic means such as syntactic parallelism, differentiation, syntactic gradation, based on the example of poetic texts related to bilingual art. The existence of natural, religious, artificial interpretations of scientific and philosophical approaches to beauty in Uzbek and world literature; Is proved by examples. In Uzbek and English works, simile, metaphor, paremia, phrases, which reflect the concept of beauty, are divided into several thematic groups, revealing their similarities, peculiarities and universal aspects.

KEYWORDS: *Beauty, Symbol, Literary Analogy, Innovation, Word Usage, Uniqueness, Trend, Poetics.*

INTRODUCTION

The symbol of beauty is expressed by lexical-semantic, morphological, syntactic, phraseological means, regardless of the linguistic aspect of its occurrence. In the lexical-semantic study of the symbol of beauty, the origin of all lexemes gathered around the same symbol is studied by collecting information related to the lexical meaning. This can serve as a very effective research to create an associative language fund related to the image of beauty. For example, the word "beautiful" is a lexical-semantic analysis, which in the five-volume explanatory dictionary of the Uzbek language includes synonyms such as "very beautiful, graceful, graceful" and "pleasing to the eye, fascinating, pleasing", "pleasure" (Annotated Dictionary of the Uzbek Language (O'zbek tilining izohli lug'ati), 2020). It is also said that it serves as a name for women in the society of communication. The main point we need to pay attention to is the last comment. Why exactly female names? Because the word beautiful is a lexeme that is always used in our language to refer to women, nature, and certain events (Khasanov, 2021). And this directly indicates that this lexeme is a word of gender significance. To substantiate our opinion, we refer to the synonyms of the word "beautiful" in our language. The lexeme "beautiful" is never used in the Uzbek language in the context of live communication. In other words, if the words "flirtatious" embody a positive semantic reality for women in the parameters of beauty, on the contrary, they have a negative semantic color for men. The following comment in the

"Etymological Dictionary of the Uzbek language" clearly proves the absolute gender significance of the word "beautiful". *"Beautiful is beautiful. This adjective is formed by adding the suffix -la to the verb kosh, which originally meant "look" in the ancient Turkic language. Later the consonant k at the beginning of the word was replaced by the consonant g, and the consonant s in the space between the vowels was changed to z; In Uzbek, the sign of softness of the vowel is missing. This quality originally meant "to attract attention," and the meaning of "pleasant" was developed on the basis of this meaning*(Etymology Dictionary of the Uzbek Language (O'zbek tilining etimologik lug'ati), 2000).

METHODOLOGY

The etymological meaning of the lexeme also means that this quality is an aesthetic feature associated with the types of conscious activity of seeing and feeling. In these two dictionaries, it is possible to emphasize the two most important aspects of the word "beautiful", which have both gender (linguoculturological) and aesthetic aspects. In this regard, the lexical-semantic study of the associative language fund of the image of beauty is of great value (Hasanov, 2020). In addition, the word beautiful is a lexeme that, from a semantic point of view, has the property of being graded in our language. In the development of its meaning it is not difficult to grasp some aspects which are distinguished by considerable subtleties of meaning among the adjacent lexemes. For example, when the word "beautiful" is compared to the word "willing", the semantic structure of the word is a little poorer than the standard of perfection expressed by the word "beautiful", although both are used in the same speech, always in the same context. does not represent a relationship. Therefore, in the language, especially in the Uzbek language, the semantic aspects of the word, the products associated with the lexical-semantic evolution are considered important.

If we look at the etymology of the English word " beauty ", the word was originally derived from the Latin adjective " bellus ", " bellitale " , meaning "good, handsome", "bealte", "beaute" (Askarovna, 2021). 1325 was consumed as an independent word until. Later, the language was translated into English and used in the modern sense of "beauty". In both languages, the synonymous sequence of these words is very long (Majidovich K. A., Filling Lexical Gaps In The Uzbek Language With Dialectisms (Based On The Turkic-Kaltatoy Dialect), 2021). For example, the lexical-semantic units that represent the image of beauty in the Uzbek language are: *beautiful, delicate, elegant, graceful, pleasant, beautiful, graceful, sweet, honey, sweet, sugar, sweet, graceful, graceful, handsome, graceful, graceful, graceful brave ...* This line can be continued indefinitely. Because in the Uzbek national mentality, inner beauty is higher than external beauty. And this choice is reflected in the dictionary of the Uzbek language.

FINDINGS

The construction of these quality words does not stop in the process of language development. For example, with the help of productive adjectives such as it is possible to create new words and add them to consumption. For example,

adjectives of beauty with the suffix -li: *beautiful, charming, attractive, graceful, graceful, imaginative, faithful, intelligent, understanding, intelligent, religious, polite, sensual, graceful, conscientious, graceful, graceful, patient ...* and ot + li = these adjectives, which are formed on the basis of the adjective pattern, denote the possession of a certain abstract or definite concept (in relation to the object, properties).

Qualitative words that symbolize beauty with the addition of blind: *charming, charming, enterprising, religious*.

The symbol of beauty made with the suffix -dor is adjective words: *attractive, faithful, meaningful*.

A symbol of beauty made with the addition of a *pleasant prefix adjectives*: *khushkad, khushrui, khushkomat, khushbichim, khushshurat*. In general, adjectives and adjectives that express external and internal beauty in the Uzbek language are rich and colorful (Majidovich K. A., Possibilities of Kipchak Dialects in filling the Lexicon of Uzbek, 2021).

us now analyze the qualities of the image of beauty inherent in English linguoculture. As mentioned in our previous chapters, the British pay more attention to external beauty (Majidovich K. A., Filling Lexical Gaps In The Uzbek Language With Dialectisms (Based On The Turkic-Kaltatoy Dialect), 2021), and this choice is also clearly reflected in their linguistic units. English: *beautiful, smart, handsome, attractive, fine, good, nice, beauteous, cute, fair, good-looking, gorgeous, sheen, nice-looking, pretty, shapely, fit (slang), clear, pleasant, excellent, exceptional, great, marvelous, perfect, stylish, wonderful, sunny, alluring, graceful, appealing, charming, delicate, delightful, elegant, exquisite, grand, pleasing, splendid, stunning, superb, well-formed, taking, symmetrical, sublime, statuesque, slightly, resplendent, refined, pulchritudinous, ideal, foxy, enticing, divine, comely, classy, bewitching, angelic, admirable* et c. This words line more to be continued push possible. Because English also has a very large vocabulary fund as Shakespeare's work, the center of world civilization (Ҳасанов, 2022). In particular, thesaurus dictionaries created in this language are of great importance in learning and teaching this language. This language is also very common. Words like *beautiful, beautifier, beautify, beautifully, beautifulness* are made from the word *beauty* alone (Majidovich K. A., 2021). Unlike the Uzbek language, these words belong to different morphological categories. *Beautifully* - ravish, *beautify* - verb, *beautiful* - quality, *beautifulness* - at. These lexemes, which are present in both languages, may differ from each other in their participation in the speech process according to their emotional expressiveness. For example, *charming, beautiful, barno, lobar*; the words *beauteous, gorgeous, sheen, marvelous, appealing* to artistic style; *beautiful, intelligent, good, intelligent; good, nice, fine, smart, pretty* - neutral style; *sweet, sweet, sugar, honey, simple, natural*; The words *cute, fair, hot, fit, attractive* are lexemes specific to the style of speech.

Such customized words can play a key role in revealing the national language culture. The concept of "good man" in ethics can apply to everyone - women, men, young and old. In aesthetics, however, there is no concept of "beautiful man"; there are only the concepts of "beautiful guy" or "beautiful girl". Because a beautiful mustache in a man is only on a man's face, one of the beauties in a woman - long hair is beautiful only in a woman's body (Suvanov, 2019). Imagine a woman with a mustache and a man with a beard! These beauties turn into ugliness. Beauty also has the property of "extreme whimsy" that requires only its place in a body. Here it is appropriate to cite an example used by the German psychiatrist Fexner. According to thinkers (Ҳасан, 2019), the redness on a girl's face is a sign of her beauty. However, if the redness moves over his nose - it turns into ugliness. So, for morality - generality, and for sophistication - certainty is a condition of existence.

DISCUSSION AND CONCLUSIONS

There are also some semantic differences, just as each lexeme associated with beauty has some degree of connection to the word “beautiful”. This seems especially brighter in context. Above we have focused on the subtleties of their stylistic meaning. Below we look at some of the semantic aspects between the synonyms of the word “beautiful”. Merriam-webster. On the c om website we came across the following information about it: “Some common synonyms of *beautiful* are *comely*, *fair*, *handsome* *lovely* , and *pretty* . While all these words mean “exciting sensuous or aesthetic pleasure”, *beautiful* applies to whatever excites the keenest of pleasure to the senses and stirs emotion through the senses. For example: *beautiful mountain scenery*” (Annotated Dictionary of the Uzbek Language (O‘zbek tilining izohli lug‘ati), 2020). English language conversation of the word “beautiful” in his speech *comely*, *fair*, *handsome*, *lovely* and *pretty* such as synonyms eng a lot to be applied has _

Comely and *handsome* of words dependence about in the dictionary so definition quoted : *Comely* is like *handsome* in suggesting what is coolly approved rather than emotionally responded to (Хасанов А. М., 2021). For example: *The comely grace of a dancer*.

The words *fair* and *beautiful* are synonyms, but do differ in nuance. Speccifically, *fair* suggests *beauty* because of *purity*, *flawlessness*, or *freshness*. For example: *Fair of face*.

While in some cases nearly identical to *beautiful*, *handsome* suggests aesthetic pleasure due to proportion, symmetry, or elegance. For example: *A handsome Georgian mansion*.

Lovely is close to *beautiful* but applies to a narrower range of emotional excitation in suggesting the *graceful*, *delicate*, or *exquisite*. For example: *A lovely melody*.

The words *pretty* and *beautiful* can be used in similar contexts, but *pretty* often applies to superficial or insubstantial attractiveness. For example: *A painter of conventionally pretty scenes*.

Comely is used in the sense of being wonderful, in relation to an action or situation that can involuntarily evoke a special emotional feeling in a person. For example, the dancer’s wonderful movement (Хасанов А. М., 2021). *Fair* is applied to the most valued qualities of beauty: purity, impeccability, purity. It is most helpful in describing facial beauty in men, in the sense of a spotless, clear face. Proportionality, symmetrical proportionality is represented by the word *handsome in English*. We have the most alternative variants of this word: words like *handsome*, kind. The words *pretty* and *beautiful* often have the same meaning in context. While *pretty* is mostly used more actively than outward beauty , *beautiful* is an equally appropriate word to express both outward and inward beauty.

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LINGUO-METHODOLOGICAL FUNDAMENTALS OF TEACHING ORAL TRANSLATION

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ABSTRACT

The paper expatiates on the linguo-methodological fundamentals of teaching verbal rendering. It analyses the primary and secondary skills which gradually become automated skills that can be auspiciously applied in the workplace. The formation of any activity is done through the development of primary and secondary skills. In many cases, it is very difficult to produce a good interpreter from people who know the language very well and have a wide range of vocabulary.

KEYWORDS: *Translation, Interpretation, Rendering, Oral, Verbal, Skill, Method, Exercise.*

INTRODUCTION

Teaching verbal interpretation involves the formation of a listening translation mechanism, thereby forming a specialized interpreting activity.

Training for any activity is initially done through the development of skills. In order to develop such a skill and competence, that is, verbal activity, it is first necessary to master the types of activities that require concentration and to form mechanisms for their implementation. The formation of any activity is done through the development of primary and secondary skills. Primary skills are formed through the elementary foundations of the activities to be mastered, the ways to perform them, the methods of slow, sequential actions. The secondary skill involves the use of practical techniques in a variety of situations.

Primary and secondary skills are gradually becoming automated skills that can be easily used in the workplace.

Improving oral translation skills occurs in the process of non-standard translations, translation of slow and fast reading speech, use of new lexical, grammatical constructions. Interpreter training in higher education is organized on the basis of limited topics (areas), which then create the basis for further improvement of their profession.

First of all, we must not forget that the use of a special system of exercises in teaching translation has a positive effect. It is important to start with a paper-based translation to build basic skills and competencies. The following four cases are considered:

1. Memory is strengthened by lexical and syntactic elements;
2. creates a favorable situation for the application of the compression method;
3. Facilitates speedy translation;
4. Provides a step-by-step approach to interpreting skills.

Once enough skills and competencies have been developed through such a set of exercises, it is possible to move on to practical training exercises.

In many cases, it is very difficult to produce a good interpreter from people who know the language very well and have a wide range of vocabulary. This can be caused by a number of factors. These include poor memory, inability to move quickly from one language to another, loss of time looking for a clear alternative to a particular word, inability to speak in public with excitement, habit of literal translation, presence of defects and accents in speech, stuttering and hearing impairment, inattention, ignorance of the subject of the speech, misunderstanding of terms related to the field, etc.

Interest is not enough to be an interpreter. You have to have the talent to do that. Interpreting can be taught as well as teaching in any field. It starts with shadowing. This process is done first by interpreting the material in the native language, then in a foreign language. In this case, it is important to repeat the speed change over time. The translator-teacher reads a small text and asks the student to summarize it. In translation, it is also important to teach the idea to be expressed in other words. To do this, the student is given a short text and its translation is recorded on a disk. It would be better if the translation was done orally. The learner is then given a ready-made English translation of the text and works on the mistakes he or she has made, then translates it again, regardless of the text. This process should, of course, be supervised by an experienced interpreter. For those who want to become an interpreter, the following series of exercises will help them succeed faster:

1. Adherence to time, i.e. waiting for a pause or sentence to end, then translating. This is especially useful when translating from Uzbek to a foreign language;
2. Understand the accent. Listening to and trying to understand the speech of people who speak with different accents;
3. Accurately determine the time. Pay attention to the use and adaptation of tenses in the English text;
4. The use of explicit and implicit ratios. Replacing the exact ratio with the passive ratio and determining their order;
5. Pay attention to the use of prepositions;
6. Learning to translate a participle into a participle without a participle and vice versa;
7. Listening to a text using a number of words, ie different numbers, exact ciphers, and quickly write them down;
8. Learning to compress the idea;
9. Listen to the text recorded on the disc and look for ways to leave out what to add, how to shorten the text.

10. Translating a text and re-translating it after a while, using one of its synonyms instead of the words given in the next translation;
11. Carefully study and carefully translate famous horse and geographical place names;
12. Learning to guess, to draw conclusions in advance. In doing so, stop the recording on the disc and finish the sentence according to the lexical, grammatical and syntactic structure. Learning to predict the beginning of a sentence in this way;
13. Identify an omitted word and complete a sentence;
14. Learn to determine the speed of speech and follow it. To do this, learn to translate the magnetic tape by first slowly, then quickly;
15. To study the use of tone in the translation process, the smooth transition from one syntagm to another during inhalation and exhalation;
16. Learning standard compounds to the level of automatic skill. Congratulations, objections, condolences, condolences, etc. are standard combinations.
17. Doing a lot of translation. Translate the given text first into the native language, then into a foreign language and compare the translation with the original.

A prospective interpreter should practice watching and listening to radio and television programs, films, political commentaries and lectures, popular science texts, and feature films. These also help to translate dialogic speech without difficulty later. While it is much easier to translate than to see and hear on a disc, it is extremely difficult to translate movies orally. In the latter case, translating the beginning, continuation, or end of the film is one of the most effective exercises.

In overall, by working tirelessly on oneself with the above exercises, one can become a skilled interpreter. The interpreter should regularly read newspapers and magazines, information on politics and social life, banking, taxes, etc., learn new terms in them, get acquainted with the media and their procedures.

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THE ROLE OF INDUSTRIAL DUST IN THE DEVELOPMENT OF BRONCHOPULMONARY PATHOLOGY

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ABSTRACT

The article deals with the issues of the relevance of identifying diseases of the upper respiratory tract, the etiology of which can be harmful professional factors - industrial dust, clinics, timely diagnosis, treatment and prevention.

KEYWORDS: *Industrial Dust, Pneumoconiosis, Respiratory Organs, Pathogenesis, Diagnostics.*

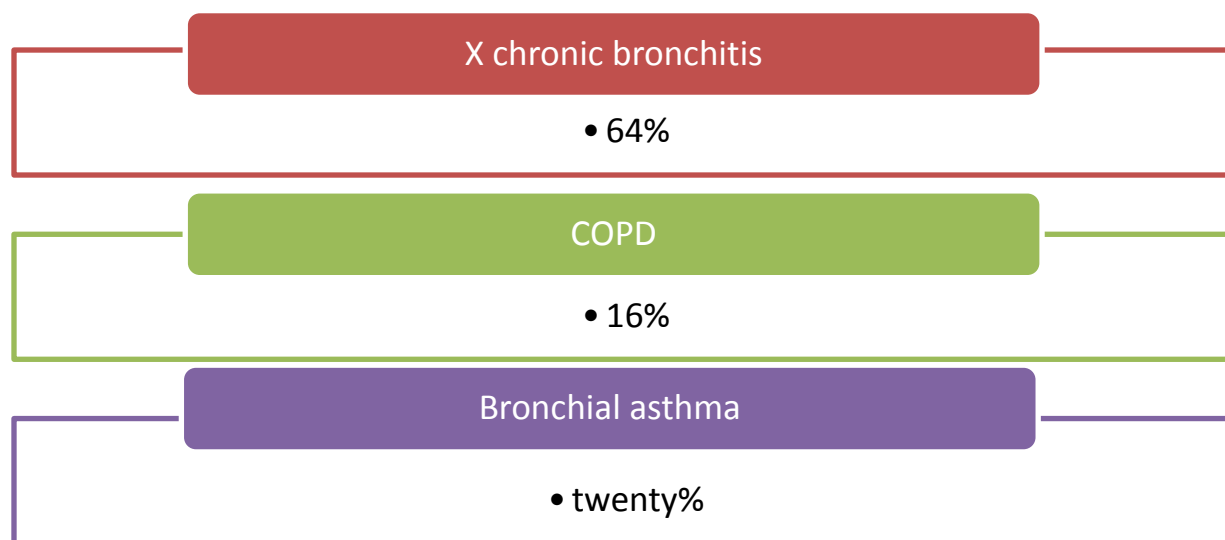
INTRODUCTION

As part of the State Program for the Implementation of the Development Strategy of New Uzbekistan for 2022-2026, a radical reform of all spheres of life is being carried out. The main content of the reforms is its social orientation, turning to the daily needs and concerns of the 35 million population of the country, which annually increases by 600 thousand people. In this regard, the creation of new jobs and decent working conditions for the population is of particular importance. Studies show a steady decline in the country's total number of workers in hazardous working conditions, amounting to 149,600 people in 2021, which is 9% lower than in 2018. At the same time, the unsatisfactory state of working conditions and prolonged exposure to harmful production factors remain the main cause of the formation of occupational pathology among workers. According to the Institute of Sanitation, Hygiene and Occupational Diseases, 2054 cases of occupational diseases were recorded in the country last year, which, however, is 121 less than in 2020. According to the nosology of occupational diseases, silicosis, silicotuberculosis, pneumoconiosis, chronic bronchitis, cochlear neuritis, intoxication pesticides, vibration disease, chronic laryngitis, exogenous alveolitis and others. In the Samarkand region of the Republic of Uzbekistan, the issues of understanding the anthropogenic impact of tobacco dust are being successfully studied and a conceptual model has been developed to reduce the incidence of respiratory diseases among tobacco growers. Prolonged inhalation of dust particles, especially fine, the so-called respirable fraction (up to 5 microns in size), contributes to their settling and accumulation in the lungs. In this case, the development of a chronic disease known as **pneumoconiosis is possible**, given in 1866 r. FA Zenker (from the Greek pneumon - light, conia - dust). This term combines all the numerous types of dust fibrosis of the lungs. **Pneumoconioses** are characterized by a chronic disseminated inflammatory process in the lung tissue with the development of interstitial fibrosis. In any definition of the disease, different researchers emphasize the leading role of long-term exposure to high concentrations of inorganic (mineral) dust. The development of the disease also depends on the individual predisposition of

the organism. Of great importance is the failure of the self-cleaning process of the lungs and the retention of dust in them. It should be noted that in the early stages of its development, pneumoconiosis can be accompanied by both normal pulmonary function and obstructive , restrictive or mixed disorders.

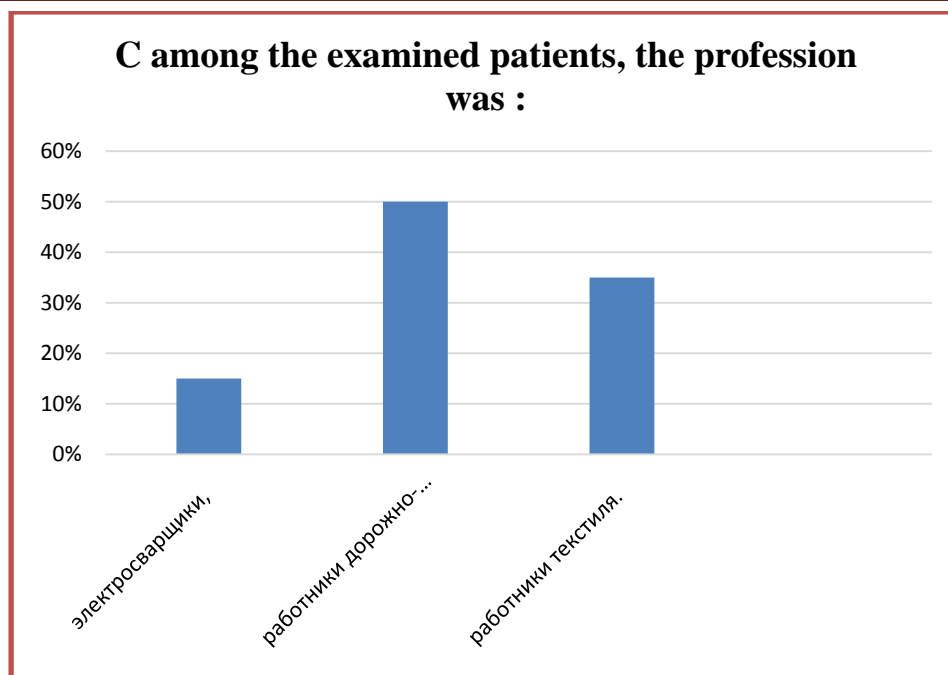
Purpose of the Study: To study the issues of the significance of a harmful occupational factor - as the probability of etiology, the importance of the collected full-fledged professional history, in patients who were hospitalized with diseases of the broncho-pulmonary system.

Materials and Research Methods: In the department of pulmonology GMO No. 1 of Samarkand, we examined 100 patients with respiratory diseases. All patients were examined according to the generally accepted diagnostic standard: complete blood count, urinalysis, X-ray examination, examination of the function of external respiration, sputum analysis. Also, professional history and professional route were collected from these patients. The age of patients is 35-62 years. Among the examined patients, the diagnosis of chronic bronchitis was 64%, patients with COPD - 16%, and bronchial asthma - in 20% of patients.



When collecting an anamnesis, a list of questions was compiled about the patient's profession, his length of service, and about harmful professional factors.

Results: In 20% of the examined patients, the profession was associated with dust particles of various origins. Among them were 15% - electric welders, 50% workers of the road transport system, 35% textile workers.



Our figures are much higher than those in the literature. These patients were observed not as patients with occupational diseases. Therefore, the treatment was carried out from the point of view of a clinical diagnosis, i.e. the probable etiological factor was not taken into account. And with prof. pathology, the complex of therapy may include both anti -etiological and pathogenetic measures. Recognition of various forms of the disease can be difficult due to the similarity of symptoms and x-ray picture with diffusely disseminated processes of another etiology.

CONCLUSIONS

The clinician is faced with such a task when pneumoconiosis is suspected - this is the determination of the nature and localization of the pathological process (respiratory tract, lung parenchyma or pleura), the causes of the development of the disease, the possible involvement of working conditions. It is necessary to assess the physical condition of the patient, the ability to continue working in the profession, the presence of respiratory failure. When identifying the professional etiology of the disease, preliminary and periodic medical examinations are mandatory; if a disease is suspected - reasonable employment and dynamic monitoring of the patient. In treatment, good nutrition, rich in proteins and vitamins, is of great importance; physiotherapy exercises (including breathing exercises), smoking cessation. Nevertheless, each patient should be carefully examined by a phthisiatrician. Currently, there are no methods of radical treatment of patients with pneumoconiosis. Further development of the pathological process can be stopped only when contact with the etiological factor is terminated. The task of the attending physician is to reduce the progression of the disease and prevent its complications. At the same time, it is necessary to have information about the conditions for the occurrence and mechanisms of development of the form of pneumoconiosis that is diagnosed in the patient.

Thus, when identifying the professional etiology of respiratory diseases, with basic therapy, it is advisable to employ and dynamically monitor the patient.

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Attachment 1**CONFERENCE PARTICIPANT REGISTRATION CARD**

Surname, name , patronymic of the participant	Nosirova Dildora Erkinovna
Participant contact email address	dildora.nosirova88@ mail . en
University, faculty, course / position	Samarkand State Medical Institute, Faculty of Medicine, 2-year master's degree in Therapy
The name of the institution, department that performed the work	Samarkand State Medical Institute,
Job title	The value of a harmful professional factor in the diagnosis of bronchopulmonary pathology
Surname, name, patronymic of the	Mamurova Nigora Normuratovna - Assistant of the

supervisor, position, academic degree, academic title	Department of Internal Medicine.
Form of participation in the conference (publication and oral presentation, publication and poster presentation)	correspondence
Do you need to be met ?	No
Need for a hotel	No

SCIENTIFIC HERITAGE ONE OF THE FOUNDERS OF THE SECOND PERIOD OF THE REVIVAL OF MIRZO ULUGBEK

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ABSTRACT

The article tells about the creation of the work of Mirzo Ulugbek «The History of the People», which is one of the foundations of the Second Renaissance, and its significance in the education of young people. Ulugbek left an indelible mark on the pages of science with his world-famous discoveries in mathematics, geometry, astronomy and history. That is why he was praised by all generations. Ulugbek showed great interest in other sciences. He also studied poetry and music. The great contribution of the scientist to the development of historical science is undoubtedly invaluable. The work is based on a number of historical and geographical sources and sources.

KEYWORDS: *Cart, Ulus, History, Manokibs, Sources, Ritual Order, Structure Of The Turkish Army, Ulus System, Structure Of The Turkish Army, Genealogical Tree Of The Ottoman Turkish Sultans.*

INTRODUCTION

The real name of Ulugbek is Muhammad Taragai, he is the grandson of Amir Temur. Ulugbek was born on March 22, 1394 in the city of Sultaniya during Timur's military campaign. Mirzo Ulugbek is one of the great scientists who brought the science and culture of the peoples of Central Asia to the forefront of world science.

Very little is known about the life of Mirzo Ulugbek, especially about his childhood. Mirzo Ulugbek was the eldest son of Shahrukh, and his mother Gavharishod was the daughter of Giyosiddin, one of the influential Kypchak emirs. According to the tradition that prevailed in Timur's palace, the prince entrusted the upbringing of Timur's eldest wife Saraimulkhanum.

Ulugbek's grandfather Amir Temur has always been in the spotlight. Timur gives all his love to his smart, all-knowing grandson and pays great attention to his upbringing. Ulugbek was brought up by knowledgeable and experienced trainers who wrote letters and introduced him to the basics of religious and secular sciences. According to a number of sources, in 1397-1398, Sheikh Arif Azari, who later became a great poet and scientist, was appointed Ulugbek's mentor [1, p.6].

Despite his young age, Ulugbek was a member of state councils, led the reception ceremonies and always sat to the left of his grandfather. Timur prepared his grandson to manage state affairs.

Ulugbek's youth passed in the conditions of the emergence of a large centralized state in Movarounnahr, during the military campaigns of his grandfather Temur Muzaffar. Temur often took Ulugbek with him on these campaigns. For example, in 1398 he made a trip to India, in

1399-1404. to Turkey, and in 1404 to China with Ulugbek's grandfather. In 1404, Timur exiled his grandson Ulugbek to Tashkent, Sairam, Ashpara and all of Mongolia.

After the death of Timur in 1405, a struggle for power began among the Timurids, and political fragmentation intensified. As a result of this struggle, in 1409 two independent states were formed in Khorasan and Movarounnahr. Shahrukh was the ruler of Khorasan, the capital of Herat, and Ulugbek was the ruler of Movarounnahr, the capital of Samarkand.

Ulugbek did not win like his grandfather. His military campaigns were short and aimed at preventing the impending danger. For example, in November 1424, Ulugbek's army marched in Mongolia against Shermuhammad Khan, who did not justify Ulugbek's trust, and in the spring of 1425 they won. In 1427, the nomadic Uzbeks, who had mastered the territory of the lower Syr Darya basin, were defeated in a campaign against Khan Barakkhan. After that, he did not march for 20 years.

After the death of Shahrukh in 1447, Ulugbek tried to unite Khorasan with Movarounnahr to create a strong state, but met with fierce resistance. In the spring of 1448, in a place called Tarnob near Herat, a great battle took place between Ulugbek and his nephew Aloviddavlat. The battle ended in Ulugbek's victory, but the victory was not declared on behalf of Abdullatif, but only on behalf of Abdulaziz. In addition, the transfer of Abdullatif's property in Ikhtiyariddin Castle in Herat to state ownership further increased the son's hostility towards his father. Ulugbek left Abdullatif in Herat and went to Samarkand himself.

The son's dislike for his father was skillfully used by Ulugbek's rivals. In the autumn of 1449, Abdullatif's troops attacked Ulugbek and defeated him. With the consent of Abdullatif and the fatwa, the priests of Ulugbek were executed in a village near the city of Samarkand. His body was buried in Samarkand [1, p. 34].

During the reign of Ulugbek, Samarkand flourished, crafts, architecture and literature flourished. Madrasahs were built in Bukhara (1417), Samarkand (1420), Gijduvan (1432-33), charitable institutions in Merv. The construction of the Bibikhanum mosque, the mausoleum of Amir Temur, the Shakhi-Zinda ensemble has been completed. Ulugbek also built many public buildings, a caravanserai, a tongue, choirs, baths and others.

Mirzo Ulugbek left a scientific and cultural heritage that made an important contribution to the development of world science and culture. One of them is the astronomical table «Ziji jadidi Kuragonii».

Ulugbek was interested in medicine and music, wrote poetry. «Majlis un-nafais» by Alisher Navoi and «Samaria» by Abu Tokhirkhoji are examples of his poetry. In his time, many works were translated from Arabic and Persian into Old Uzbek. The rich library founded by Ulugbek contained more than 15,000 volumes of books on various subjects.

Ulugbek was familiar with the classical works of Greek scholars such as Plato, Hipparchus, Ptolemy, and also studied the works of his compatriots Muhammad ibn Musa al-Khwarizmi, Ahmad al-Fargani, Abu Raykhan Beruni, Abu Ali ibn Sino. Kazizoda Rumi, a well-known scientist of his time and Ulugbek's teacher, worked in Ulugbek's madrasah in Samarkand. Ulugbek himself taught astronomy in this madrasah. Giyosiddin Jamshid Kashi, Muyniddin, Mansur Kashi, Muhammad Birjani were famous scientists of Ulugbek's school. Ali Kushchi is one of Ulugbek's students who helped him in his scientific work.

One of the rare examples of 15th century architecture in Samarkand is the Ulugbek Observatory. This building was built by order of Ulugbek in 1428-1429 on the Obirakhmat stream on Shepherd's Hill. The observatory is a cylindrical three-story building 30.4 meters high. The observatory was unique in its equipment in the Middle Ages. An important work in Eastern astronomy «Ziji jadidi Kuragonii» was also created here.

According to Boburmirzo, Ulugbek's observatory is decorated with outdoor tiles and beautiful ornaments. Its great halls were large and small rooms, and the sun, moon, planets and stars were studied with precision with a large instrument installed inside the observatory. The observatory also had a library with a picture of the sky, a map of the stars, mountains, and countries, and a picture of the Earth on an interior wall. When Ulugbek was killed, the observatory was destroyed.

Samarkand astrologers and their caring, skillful leader Mirzo Ulugbek made a significant contribution to the development of astronomy. His work «Ziji Jadidi Curagonius» occupies a special place in the history of astronomy and is a masterpiece of medieval astronomy.

“Ziji jadidi Kuragoniy” is a masterpiece of many years of work by scientists from the Samarkand Observatory led by Mirzo Ulugbek.

«Ziji jadidi Kuragonius» consists mainly of two parts: a large introduction and tables with the location and position of 1018 fixed stars. The introduction itself is divided into four parts [2, p. 6].

Translation work in the Ulugbek Palace is also well organized. The legacy of the scientist has attracted the attention of the scientific community around the world since the 17th century. In the field of studying Mirzo Ulugbek and his heritage, many works have been created in our country and abroad. Before moving on to the general content of the unique scientific heritage of Ulugbek «The History of Four Nations», we first briefly consider the history of its naming, Mirzo Ulugbek's contribution to its creation, as well as the study process.

The work is known as «Ulus-a arba'-yi Chingiziy» («Four peoples of Genghis») and «Tarikh-i arba'-ulus» («History of four peoples»). However, Colonel Miles, who was the first European orientalist to study this work and publish an abridged English translation, called the book “Shajarat ul-atrok” (“Tree of the Turkic Khakans”) without sufficient reason [8, p.182].

The results of a deep and comprehensive study show that the work was written only on the basis of «Shajarat ul-atrok» by Yafas oylan and his son Turhan and their children, the Tatar-Mongolian and Turkic classes, as well as their kings. The great ancestor of Genghis Khan Buzundzhor Kandan ruled Movarounnahr from the first half of the 13th-14th centuries. Part of the history of the Chigataykhanov dynasty is called «Ulus-i arba'-yi Chingiziy» or «Tariks-i arba'-ulus». This part was written by Mirzo Ulugbek and his assistants. Our opinion is also confirmed by some remarks made in the work itself.

In one of the entries we read: However, since nothing is mentioned about him in the book «Shajarat ul-atrok», nothing is written about him in the book, which is a selection of this book. However, they remember that he was a glorious king and his gifts were innumerable [4, p. 121a].

This note shows that, firstly, Shajarat ul-atrok and Tarikh-i arba' ulus are different works. Secondly, Tarikh-i arba' ulus is to some extent based on Shajarat ul-atrok. Elsewhere it is mentioned: In this collection, entitled «The History of the Four Nations of Genghis Khan», the

names of kings from the descendants of Turhan ibn Yafas Noah are mentioned. The names of the khans of Turkestan mentioned in this brochure are taken from the collection of the khans of the four uluses, written by Sultan as-Said Ulugbek, a martyr, may Allah fill his grave with light" [5, p.182a] .

The author of the book «Zubdat ul-osor» (written in the first half of the 16th century) describes the history of the Turkic-Mongolian peoples.

"I relied on the work "Tarikh-i Khaniy", decorated with the name of Mirzo Ulugbek," he said. There is no doubt that the ulus Tarikh-i arba', or rather, its first part, continues, as it were. In the 17th century, the great scholar-encyclopedist Mahmud ibn Wali, the great work of Bahr ul-Asror, founded the Mongol Empire and the Great Land of Genghis Khan after the death of Genghis Khan, Mongolia, the Golden Horde, the people of Chigatai, and the grandson of Genghis Khan Khalokukhan. Contents of the sixth volume, which contains the history the state of the Elkhanids, similar to Ulugbek's «Tariks-i arba'ulus».

There is no doubt or hesitation that Ulugbek was involved in the creation of the work.

Mirzo Muhammad Khaidar (1500-1551), one of the famous historians of the 16th century, says that Ulugbek worked effectively in the field of historical science as well. For example, in his large book "Tarikh-i Rashidiy" he expressed the following opinion: "The wise king Mirzo Ulugbek wrote a historical work and called it "Ulus-i arba'" [6, p. 85a]. Khandamir and Mahmud ibn Wali also confirm that Ulugbek wrote such a work.

Based on the above information, it can be said that «Tarikh-i arba' ulus» was written by a group of historians, such as the famous «Jami ut-tavarikh» by Rashidudin, with the direct participation and guidance of Mirzo Ulugbek.

There are very few copies of Tarikh-i arba ulus. A complete copy of the work has not yet been found. To date, four abridged copies of it have survived, two of which are in the UK, one in the Bankipura Library, India, and a fourth in Harvard University, USA.

The work is based on a number of historical and geographical sources and sources. The author often does not indicate his sources and is limited to general phrases such as «to speak», «it is written in books of stories and history», «quoted in the books of scholars of the Chigatai people», «to speak a group of just, truthful historians». However, in some places he also mentions the names of some of the works he used and their authors. Among them are the famous astronomer Abu Mashar Balkhi, the great scientist, poet and traveler Rashiduddin Vatwat, the famous historian and statesman Alouddin Otamalik Juvaini, Rashiduddin Fazlulla Hamadoni, Hamdulla Mustavfi Qazvini and others. The scholar also says that he used authoritative books, hadiths and hadiths. There are also poetic passages from Rashiduddin Vatvat, Khojandi and Nizami. In this regard, Ulugbek used a wide range of books (on history, geography, astronomy, poetry) when writing this work.

Words about the content of the work. First of all, it should be noted that the author himself did not divide this work into parts or chapters. B. Ahmedov says that this work consists of four parts due to the fact that it covers the history of four peoples [3, p. 6].

The work consists of an introduction and seven chapters.

According to the previous tradition in medieval history, the praise of God, His Messenger, the Prophet Muhammad (peace and blessings of Allaah be upon him) and his descendants, the creations of Adam and the pre-Islamic prophets (Shis, Kainan, Mahlayil, etc.), Noah, etc., as well as a brief history of his children.

The first chapter describes the history of Turkhan ibn Yafas and his descendants, the Tatar-Mongolian and Turkic peoples and the kings who ruled in Turkestan. Much is known from other works, but we also come across important information. These include the order of palace receptions in the time of Oguzhan, the structure of the Turkish army, the national system, the structure of the Turkish army, the genealogy of the Ottoman Turkish sultans. According to the information about the Turks and Mongols mentioned in this chapter, they lived so close to each other that even their genealogies became mixed. We see this in the work of Rashiduddin mentioned above and in the four-volume annotated dictionary of the famous German orientalist Gerhard Deuorfer «Turkish-Mongolian elements in New Persian literature».

The second chapter contains a description of the history of the legendary mother of the Turkic-Mongol people Alankuva and her descendants, i.e. kings (Buzundzhor kaon, Bukakhon, Dutuminkhan, Kabulkhan, Boysungurkhan, Barton bakhadir, Yasugai bakhadir). This chapter also contains important information for science. These include the coexistence of the Turkic-Mongolian peoples, the status of the Turkic land and its other peoples, the attachment of the common people to the land, or rather, to their ruler, the rise of the Jaluar leaders in the 8th century.

The third chapter of «Tarikh-i arba ulus» tells about the great warrior Genghis Khan. Among the most important are the structure of the Mongolian army, the white nine-legged flag of Genghis Khan, the ceremonies that took place during the congress and other receptions, the Turkic people, namely the Naimans, Kari, Uighurs, Yaso. and Yusun.

During the time of Genghis Khan, the Turkic-Mongolian tribes were divided into daha (tens), sadas (hundreds), Khazars (thousands) and districts (tens of thousands). In the time of Genghis Khan, in the ulus of Tarikh-i arba` they say that no one can go anywhere except his dahas, gardens and Khazars, and take refuge in another. Those who do otherwise are executed publicly so that they can become an example for others. In this regard, the author of «Tarikh-i arba ulus» cites the fact that: then the order of the khan was issued «The rope of the state and other soldiers. May each of them be able to catch any prey in the hunting grounds according to dignity and position. Let them put stamps on live hunts, and then let them go. This fact indicates that in the Mongol Empire, not only land and water, but also hunting grounds and the beast in them were assigned to the feudal lords. It also helps to expand our understanding of the feudal relations that existed in the Turkish-Mongolian society, or that Genghis Khan in such a short period of time ensured victory over the Khorezm Empire of many countries, especially the most powerful states of that time. This example, which characterizes his policy, is also noteworthy. «In this play, no religion is opposed to the nation,» we read. He avoided the superiority of one nation over another. He respected scholars and ascetics of the category of Muslims. Another important example: «From the time of Adam to the present day, no king's army has been more numerous than that of the Turks.» In the campaigns of Genghis Khan against Movarounnahr, Afghanistan, India, Iran, Azerbaijan and other countries, only large Turkish military units took an active part.

«Genghis Khan sent Jojikhhan with a district of Turkish troops to capture the city of Barchin.»

«During the war with the Turks, Turkon was captured by a whole generation of women.»

«Criticism of the Kashin land was thrown at the feet of Turkish horses.»

«The weather in India is not good for Turkish customers and many are sick.»

The fourth chapter of the work is devoted to the history of the direct heirs of Genghis Khan, who ruled the Great Land, i.e. Mongolia and Northern China, and covers the period from the time of Oktai Khan to the time of the Arik-Buko dynasty to Ordoy. Khan. In particular, the history of 17 out of 21 rulers who ruled Mongolia after the death of Genghis Khan until the time of Amir Temur is briefly described. It is important to note that Rashiduddin named five of them (Oktay, Chigatai, Guyukkhan, Mangukhan, Khubilai kaon) [9, 7-64, 114-122, 128-148, 152-213], the author of «Mukaddima-yi Zafarnoma» Sharafuddin Ali Yazdi only 14 of them are impartial.

The fifth chapter tells about Dashti Kipchak during the reign of 33 khans, descendants of the eldest son of Genghis Khan Jochikhan. Events are also very briefly described in this chapter. But even in this case, you can find a lot of interesting information.

The sixth chapter of the work - the Elkhanid state, which ruled Iran and Azerbaijan for almost a century, also began to gain influence during the reign of Arpakhan (1335-1336). Covers the history of the shepherds and the Jalairis. This chapter contains extensive information about the internal situation and foreign policy of the Elkhanid state.

The most important part of the work is the seventh chapter. It tells the history of the Chigatai people from the time of Genghis Khan (1227) to the coming to power of Amir Temur (1370).

It is known that the almost 150-year history of the Chigatai people has not been studied. The main reason for this is the lack of information about him in handwritten sources. Very brief information about the khans who ruled the Chigatai people is given in «Mukaddimayi Zafarnoma» by Sharafuddin Ali Yazdi and «Bahr ul-Asror» by Mahmud ibn Wali. But the ulus Tarikh-i arba' is somewhat fuller than them. It briefly describes the history of the 33 khans of the Chigatai and Oktay-kaan dynasties that ruled the country. The biggest and most common mistake in the play is that Mongolian and Chinese names are spelled wrong in some places.

In some cases, the dates of events have been distorted. For example, the time of the war of Gazankhan with Egypt from the Elkhanids is indicated in three places - three different ones: 699, 708 and 703.

When writing the article, a scientific study was carried out on the basis of the work «The History of Four Nations» by B. Akhmedov, Norkulov N. and Mahmud Hasani.

CONCLUSION

One of the main problems in covering the history of the peoples of Uzbekistan is the issue of statehood. In our historiography, the history of statehood begins with large state confederations, the Old Kingdom of Bactria and Greater Khorezm. In our opinion, as in other Eastern countries, the Uzbek people are based on statehood. Because the historical stage before the emergence of large states is the period of the emergence of city-states, that is, small states. According to historical laws, city-states first arise, and then they are united. In our historiography, this issue is poorly covered. An in-depth and repeated study of archaeological sources, manuscripts, ethnic history and many other issues is an important task of our science.

Rich regional features of material and spiritual culture, dialects of the Uzbek language, the historical attractiveness of vocabulary, confidence in the imagination of the people have become a manifestation of everyday life. In a new interpretation of the history of Uzbekistan, interregional features of the Uzbek ethnic group and ethnography should be created as a whole. The second important problem facing historians is ethnic history. The work «History of four peoples» contains rich materials about the peoples and ethnic composition of the Uzbek people.

In the work «History of the Four Nations» you can get a lot of information about the state and the rule of law in it, about ethnic groups.

The work «The History of the Four Nations» is of great importance today. Until now, there are no works on the history of the Kuns, which give a lot of information about the Turkic-Mongolian and Tatar peoples. Of particular interest to the reader is the discovery of the salt of that time, the work of Mahmud Torobi in the field of magic and medicine. Although this work has not yet been fully found, it is important from a historical point of view. The search for a complete copy of the work and scientific research continues today.

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MOTIVE OF ESCAPE FROM THE HOUSE IN THE NOVEL “THE ADVENTURES OF HUCKLEBERRY FINN”

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ABSTRACT

The article discusses the motive of the protagonist of this novel by Mark Twain to run away from home. At the same time, the system of problems determines the creation of new forms of child rearing, an effective description of the difficult living conditions of children in society, the problems of upbringing in the family environment is a key factor in the development of society. Techniques such as fantasy, portraiture, landscape, used by the author to reveal child psychology, serve to increase the tension in the plot. It has been scientifically proven that fiction in child rearing is a means of demonstration, not exhortation.

KEYWORDS: *Culmination, Exposition, Plot, Conflict, Image, Portrait, External Composition, Internal Composition, Children's Fantasy, Swearing.*

INTRODUCTION

It is well known that the events in any novel are given in a certain sequence, in a logical sequence. The arrangement of events in this order is called plot composition. U.S. literary critics Rene Wellek and Austin Warren wrote, «Man's conflict with nature, society, and self, the conflicts of internal struggle, allow us to understand the plot and the problem of conflict broadly and broadly» [1]. Scholars speak here of the plot and the unity of conflict that is its constant companion. Ammo syujet kompozitsiyasi, yangi syujetning kirish so'zi, eskpozitsiyasi, tug'un, voqealar rivoji, kulminatsion nuqta, echim, yakun kabi qismlarining joylashi va yuzaga chiqishi albatta konfliktga bog'liqligini ham nazarda tutiladi. In this sense, scientists are right. For example, the novel *The Adventures of Huckleberry Finn* begins with the author's brief introduction in the original text, and the exposition includes the following exposition in the language of the novel's narrator, the protagonist Huckleberry Finn:

«You don't know about me, without you have read a book by the name of *The Adventures of Tom Sawyer*; but that ain't no matter. That book was made by Mr. Mark Twain, and he told the truth, mainly. There was things which he stretched, but mainly he told the truth. That is nothing. I never seen anybody but lied one time or another, without it was Aunt Polly, or the widow, or maybe Mary. Aunt Polly -Tom's Aunt Polly, she is - and Mary, and the Widow Douglas is all told about in that book, which is mostly a true book, with some stretchers, as I said before» [2].

The exposition gives the first information about the circumstances in which the event begins, what the protagonist and the characters around him are like. Events related to the node part of the plot also actually grow from here.

It is clear from the exposition that the author narrates this novel in the language of the protagonist Huck Finn. This allows the character to manage events both as an author and as a protagonist in the plot line. Therefore, it can be said that in the essence of individuals moving against the background of certain events, there must be a motive or system of motives that justifies their activities. Therefore, the writer claims that Huck runs away from the house of Mary's adoptive mother (Douglas's widow). That is, he does not like the order in this house, the fact that Mary reads various religious literatures to him, especially stories about Jesus. If he's dead, it makes me wonder what's interesting about his history. Here, Geck seems to have an independent mind, a variety of questions like don't do it with different advice and exhortations, do it this way, sit right, what are you thinking, and so on. In particular, the attempt of Mrs. Watson, the sister of Mary, to teach Huck the alphabet, such orders as «sit without creaking», «lower your leg from a chair», «sit like a man», on which all members of the family gather and pray every evening, would also cause the irritation of Huck. Because he is used to living as he pleases, doing whatever he wants, and wearing clean and tidy clothes in Mary's house, a good room to stay, ready meals and an orderly lifestyle, especially religious dogmatic beliefs in the early nineteenth century such talk, how about heaven and what a child needs to do to get to heaven, the child did not like at all. Because every day there was a new miracle, a new pleasure in life. It was not interesting for a child whose heart was thirsty for life to discuss the concepts of death, the afterlife, heaven, and hell, while still enjoying this bright world and not fully understanding how to be proud of the various forms of life. Because everyone is accustomed to it, everything is memorized, rigid religious concepts do not give a person a novelty, do not teach a full-blooded understanding of life. Geck Finn, on the other hand, wants to live life to the fullest every minute as a life-longing character. Fresh air, clear skies, sitting in front of the window to look at the twinkling stars and looking out. Sitting here for a while, he notices someone walking through the trees below, and then he hears Tom's voice.

At this point, Mark Twain uses landscape to illuminate the sadness in the child's heart: Then I set down in a chair by the window and tried to think of something cheerful, but it warn't no use. I felt so lonesome I most wished I was dead. The stars were shining, and the leaves rustled in the woods ever so mournful; and I heard an owl, away off, who-whooing about somebody that was dead, and a whippo will and a dog crying about somebody that was going to die; and the wind was trying to whisper something to me, and I couldn't make out what it was, and so it made the cold shivers run over me.

The above passage is a post-exposure node that is the first part of the plot, with a situation that is incomprehensible to the reader. In such circumstances, she has a loving mother, aunt. The question arises as to what he will do if he does not live in a house where everything is available, why his heart is depressed, he is sad. What are the reasons for turning away from the happiness that many dreamed of but did not achieve is the knot of the plot.

Mark Twain describes Huck in depth through the landscape of the change in the psyche of the child at the end of the chapter, as long as the images of his adopted mother Mary, then her sister Watson and bored by the rules of the daily routine in this house. For him, events in nature, the light of the stars, the chirping of the cuckoo, and the howling of the dog, meant the boredom in

his heart. Шунинггучунукаёккадиркетгисикеларди. At this time, in the forest, a crushed fracture of the bar under the foot and rustling of the leaves are heard. Then the cat gave up like a meow. Geck sounds the same. Because it was Tom Sawyer. Purring was their password. In this way, events begin to develop in a new way. More specifically, Gekelberry Finn runs away from home with his loyal friend Tom Sawyer.

The reason is, firstly, the attempts of the foster mother and her sister to re-educate the child, and secondly, the child, who has been living on his own until now, cannot get used to the new family. Again falls in search of new adventures. The writer bases his organization of such a plot composition with the desire of the child to live in the world of children, like himself, by doing what he is accustomed to, learned and wanted. It is actually motivated and acts as an engine in the development of the plot.

In doing so, the writer brings to the fore universal values instead of some «values» adopted in marriage in the reorganization of real events. Indeed, in other eras, the forms of assimilation of cultural values adopted in other social societies - that is, «the analysis of the emergence of prescriptions in one way or another, determine the differential or integral nature of the concept of necessity and support of reorganization in a system that accepts its functional state» [3]. In this sense, understanding the concepts of everyday life or Paradise and Hell, which Gek does not accept, connects with such universal values as the idea of freedom, vitality of the personality of a new US society, manifests the artistic and aesthetic heights of the novel. Mark Twain in the image of Tom Sawyer and Huck also put forward the idea of abandoning Society a series of «values» that would hinder the spiritual growth of the individual, which fully justify the essence of the events of the plot.

«Mark Twain's concept of childhood is that the child is a carrier of the idea of goodness, a mediator of sincerity and understanding of the world, and gradually loses this quality as he grows up. Twain's child characters, such as Tom Sawyer, Huck Finn, and Tom Kent, remind adults of the principles of goodness, justice, and freedom» [4]. In fact, Huckleberry Finn escapes with Tom Sawyer and goes to Tom Sawyer's secret cave with kids like Joe Garper, Ben Rodgers, and Tommy Barnes at an old leather factory near the mountain, where the kids form their own gang and call him «Tom Sawyer's gang».

As the plot unfolds in the language of the protagonist, the image of Geck Finn in the novel's events grows dynamically and takes on different forms. For example, at the beginning of the novel, when he is still living in Mary's house, he feels like a free-spirited, innovative-minded serious kid, joking with her on the night of the escape, or a moment of orphanhood when Ben Rodgers asks him not to line up in the cave. He realizes that his father has appeared from the tracks in the snow, and when he gives his money to Thatcher, he looks like an intelligent, resourceful child. His father grabbed him and beat him, and when he took his money, he looked like a helpless, helpless man. He was abducted by his father and left in a distant hut, sometimes for days at a time, hungry and alone. Geck lives in a small boat on the river at night, fleeing from his father and Mary, afraid of every approaching ghost, and living in a hut looks different again. But even then, without losing himself, his ingenuity and risk-taking appetite seem to be reminiscent of Mary.

Mark Twain pits Gecko against the other kids to prove him right and join the gang. There was truth in the fact that Geck introduced Mary as his closest and that was confirmed by Tom Sawyer. But not being left behind by her peers, the pursuit of adventure puts Gek hostage Mary's

life without thinking, knowing that they could order her to die if she betrays him. On the other hand, the child does so because he believes he can always be loyal to his friends. In this way, the writer demonstrates that Huckleberry Finn builds all of the plot events on the basis of loyalty, sincerity, and justice.

“Mark Twain with the help of irony constantly emphasizes the condition in the plot, the character of his unusual expression. He will develop the scope of the plot and help the reader to make great generalizations” [5]. In fact, the play also has an irony in the fact that a child leaves home at night, a group of children form a gang and determine its main direction, and here Tommy Barnes falls asleep:

«Little Tommy Barnes was asleep now, and when they waked him up he was scared, and cried, and said he wanted to go home to his ma, and didn't want to be a robber any more.

So they all made fun of him, and called him cry-baby, and that made him mad, and he said he would go straight and tell all the secrets. But Tom give him five cents to keep quiet, and said we would all go home and meet next week, and rob somebody and kill some people”.

In the passage quoted, the gang members were in a high mood and had thoughts contrary to the oath they had taken earlier, which was actually a funny situation. The author highlights an important aspect of children's fantasy in the example of children behaving like big pirates, but, after a while, falling into a ridiculous situation at the root of their fear of Tommy's weeping words about revealing a secret. This is seen, firstly, in Tommy Barnes 'falling asleep and crying, and secondly, in Tom's words about giving him money and scattering it all over the house. Because it is well known that children who are in constant contact with their home and relatives cannot be real robbers. On top of that, robbers will be people who have lost their homeland, their homes, their loved ones and are constantly risking their lives as a hostage, a risk, a threat. The children in the novel, on the other hand, speak so lightly and easily about robbery, carriages, nightclubs, hostage-taking, and shootings of those who try to escape, that the goodness, the impartiality, and the evil in their souls are evident.

With the help of the imagination of each character who writes to this part of the plot, they will add a bit of fantasy to the overall flow of events as they incorporate their imaginary events into the work. On the one hand, this satisfies the needs of Huck Finn's interest and aspiration to a chaotic life, and on the other hand, it gives the reader the opportunity to have adventures with the power of thinking.

So while the events in the novel form around a single main character, Geck Finn, one might think that the writer used a concentric plot type. If we take into account that Geck tells the story a long time later, we see that it also has a retrospective plot. In this sense, it is correct to say that the overall plot composition of the novel belongs to the mixed plot type.

The child and society in the novel, the father-child conflict, are at the heart of the plot events. Geck runs away from his father and goes on many adventures. These events formed the plot. While Geck lives as a wanderer fleeing persecution from his father and Mary, he is formed as an independent-minded, self-assured, loyal to his friends, profoundly intelligent, alert, and a perceptive child. In Huck the role of plot components in showing these features is huge.

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PROCESSES OF THE EFFECT OF WATER IN NATURE

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ABSTRACT

In this article you can learn more about water erosion. The article provides information on how water erosion occurs, what factors and conditions are required for this, the processes that cause water erosion and what can happen as a result of erosion. Also the following types of water erosion are: Substrate, impact erosion, laminar water erosion, turbulent water erosion, Tunnel or underground erosion, Soil loss, Natural and social disasters, Accelerated erosion and anti-erosion barriers described in.

KEYWORDS: *Erosion, Exposure, Slope, Unstructured, Licking, Washing, Frequency, Intensity, Buffer, Infiltration, Kinetic Energy, Laminar, Turbulent, Cavernous Systems, Labgardon.*

INTRODUCTION

The purpose of our study of water erosion is that the beginning of many natural processes is water, which is a guiding force in society and nature. In the process of studying water erosion, it is clear that it has a permanent impact on lands, landscapes, mountains, and the role of water erosion in the formation of the relief of valleys is one of the main factors. Most of the agricultural land we use today is formed by water erosion, and on the contrary, due to this water erosion, the fertile layers of the soil are washed away from year to year. As we study the following data, we see its pros and cons, which mean that we need to combat the negative aspects of erosion without affecting the positive ones.

THE MAIN PART

Water erosion is the separation or loss of material that causes the physical and chemical effects of water on hard surfaces. This is due to the physical strength and diluting effect of the water when it moves hard on any surface.

The erosive action of water develops in three phases, beginning with the separation of the material, then its displacement, and finally sedimentation. The intensity and extent of this erosion effect depends on the aggregation of the particles that make up the surface exposed to water. Erosion is manifested in field and line views. The soil material (mass) that is the product of degradation is displaced by the flow and re-deposited in relatively large areas. As a result of field water erosion, the top layers of soil are washed away. In linear erosion, both the soil layer and the bedrock are washed away, resulting in crevices and cliffs.

In Uzbekistan, water erosion is mainly prevalent in the arable lands of mountainous regions, mainly in the brown-gray (typical dark, light-colored) soils. Due to water erosion in Uzbekistan 24109 tons per year. The fertile part of the soil is being washed away.¹

Water erosion is mainly distributed in mountainous and foothill and hilly areas, and is caused by heavy rains or rapid melting of snow and glaciers in the spring. Water erosion depends on the slope, length of the slope, exposure, mechanical composition of the soil, water-physical properties, fertility, vegetation cover and climatic conditions of the place.

Soil erosion is more likely to occur in areas with a slope greater than 0.01, in southern, southwestern, and southeastern exposures. This is because the land heats up under the influence of the sun, and the moisture evaporates quickly, which reduces the vegetation cover. Soil degradation depends on the speed and duration and amount of rainfall in the spring, as well as the mechanical composition of the soil. Erosion is slow in soils with light permeability of light sands and sands, while erosion is accelerated in soils with heavy mechanical structure and no structure.

Vegetation is covered with grass, various shrubs and forest trees. Water formed as a result of torrential rains or rapid melting of snow and glaciers affects the soil in two ways:

1. Licking 2. Washing

They cause the following soil erosions:

1. Smooth washing 2. Washing to form pits
3. Washing to form cracks.

When the soil is washed evenly, it is washed away imperceptibly under the influence of water. As the pits form and wash away, small crevices form on the surface. When ravines are formed and washed away, pits (5-10 m and deeper) and ravines are formed as a result of increased water flow.

Normally, a flat wash is a washout that forms pits, which in turn creates a washout that creates cracks.

In the process of licking and flushing, the soil is washed weak, medium and strong. Soil runoff is also divided into 3 types: low, medium and high leachate. As a result of erosion in Uzbekistan, 20-50 thousand t / ha of soil is washed away, as well as humus, nitrogen, phosphorus, potassium and other nutrients in the soil are washed away, the water-physical properties of the soil are degraded and it becomes barren. As a result, crop and pasture yields are declining. In addition, spilled soil can bury rivers, reservoirs and canals.²

Factors Contributing To the State Of Water Erosion:

Water erosion begins with the separation of particles from a surface that is eroded by the impact of water. These particles are then transported, where they settle or settle. This process is influenced by the properties of water and some of the factors that determine its impact. From the physical properties of water, its mass, motion, and velocity differ, as does its mechanical action on the surfaces it is exposed to. From a chemical point of view, the composition of water also plays an erosive role, depending on its acidity and the alkalinity of the surface on which it moves. Determinants of erosive effects include climate, vegetation, relief, and substrate.³

The climate of the region has a direct impact on the occurrence and intensity of water erosion, especially precipitation and humidity. Precipitation provides a means of water erosion (water) and determines its frequency and intensity.

For example, in a region with a tropical rainfall climate, with more than 7000 mm of rainfall per year, water erosion is high.

The role of vegetation in soil water erosion is very important. This is because the plant layer acts as a buffer effect of rainwater on the soil and rocks, reducing leakage and preferring infiltration. If there is a lack of vegetation in the soil, the water will directly react with all its kinetic energy and separate the fragments. On the other hand, water in the soil flows freely, carrying particles. The shape of the land surface, especially the slope of the land, is essential for water erosion. This is because the greater the slope or inclination of the ground, the faster the flowing water will reach it. In areas with high slopes, such as the vegetation-free side of a mountain, water can reach great speeds.⁴

Soil Or Substrate:

The substrate undergoing the erosion effect is important because, depending on its properties, the erosion will be large or small. Compared to soils and rocks, their structure and composition make them more or less susceptible to water erosion. Thus, the lower the organic matter in the soil, the higher the amount of sand and calcium in it, the higher the probability of water erosion. This is because its aggregates are less resistant to the mechanical and chemical effects of water. Also, if limestone components are present, water with high acidity will dissolve them and make them easier to drag. Similarly, the effect of water on limestone or sandstone rocks is different from that on granite rocks, where resistance to erosion is better.⁵

Water Erosion As A Result Of Exposure:

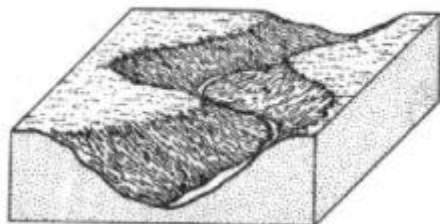
This is mainly due to the rotational motion affected by water droplets when they fall to the ground from a height. It's kinetic or kinetic energy is proportional to the amount of water, the size and frequency of the drops, and the duration of the rain. The periodic process of the force of these droplets on the surface is affected. Similarly, there is erosion as a result of direct exposure to waterfalls or waterfalls or the impact of sea waves on the shores.

Laminar Water Erosion:

Once water falls to the ground, it moves depending on its volume and the topography of the land. Laminar flow occurs when the slope or slope of the ground is low and the ground is flat (sheet-shaped displacement). This water erosion is the least visible, but it has a big impact on the soil because the water gradually removes organic matter and the best soil particles. Thus, coarse particles such as sand remain and the soil loses its ability to retain water and fertility.

Turbulent water erosion:

They are large bodies of water that disrupt the relief, moving turbulently through steep terrain. Therefore, ravines and canals are being created, its immediate impact and in geological periods this erosion leads to the formation of large valleys and rivers.⁶



Turbulent water erosion

Tunnel Or Underground Erosion:

This species occurs mainly in calcareous areas, where water enters the soil and melts the rock. Therefore, underground cavities are formed until they become large cavernous systems. They even have underground lakes and rivers, and sometimes the roofs of these caves collapse, creating gaps.

Soil Loss:

Water erosion is one of the main causes of soil loss in natural and agricultural environments, with serious consequences for food production. Due to the rate of soil loss and the slowness of its formation processes, the areas become desert (desertification process).

Socio-Natural Disasters:

Large landslides or mudflows at the base of water erosion have caused great tragedies leading to human and material losses. An example of this is the Vargas tragedy off the coast of Venezuela in 1999, which killed between 10 000 and 30 000 people.

Barriers to Water Erosion:

The installation of physical barriers can reduce or prevent water loss as a result of water transport. For example, planting anti-erosion barriers, such as “vetiver” plant rows, protects the soil from erosion; as such plants have a broad root system. At the same time, each farm should be specialized, taking into account the natural geographical conditions. It is necessary to develop perennial crops (horticulture, viticulture, etc.) in areas with strongly fragmented terrain, steep slopes, rivers and strong water erosion. In areas with intensive water erosion, it is necessary to cultivate grasslands. At the same time, perennial forage crops, especially alfalfa, are washed away from the soil, which is washed away. Driving steep slopes horizontally, sowing perennial crops gives good results. At the same time, when the lands with a slope of $5-10^0$ are plowed transversely to the slope, the rainwater does not form a ditch. When the slope of the slopes is $10-15^0$, plowing should be stopped, perennial grasses or stairs should be used, and fruit trees and vineyards should be established. Such work is now widely used in Uzbekistan.

This is done to immediately eliminate the effects of water erosion. They are carried out in conjunction with organizational, agro-technical and forest reclamation measures. Their function is to control the flow of water (stop or direct it in a safe direction). They are carried out with the help of hydraulic structures such as reservoirs, protective soil walls and dams, adjacent structures, dams. Hydrotechnical measures are important in the prevention of water erosion,

including measures to strengthen the banks of the river, which washes the shore, dams and dams that protect the shore in case of flooding; on the ground, catchments; canals that do not reduce the flow of water into the ravine; Reinforced concrete gutters instead of ditches in areas with soft, light soils that wash quickly in water; dams blocking the flow of water in ravines and streams; pools and reservoirs for flood control; construction of stepped ditches to prevent water erosion caused by precipitation, torrential downpours, etc.⁷

Measures to Combat Water Erosion:

The following measures will be taken to prevent and combat water erosion.

1. Agro-forest reclamation (establishment of reserve trees).
2. Agro-ameliorative measures (proper tillage, orderly grazing, protection, introduction of crop rotation).
3. Hydraulic measures (construction of terraces, mud and stone structures, drainage networks), construction of cliff protection structures.

Accelerated Erosion:

Artificial or accelerated soil erosion began to occur after the emergence of man on earth due to misuse of land. Under the influence of accelerated erosion, the topsoil is almost washed away. This erosion occurs a thousand times faster than natural geological erosion.

Accelerated erosion is a disaster for agriculture around the world. Because in a short time, under the influence of this erosion, millions of hectares of topsoil will be eroded and turned into barren lands. In the **last hundred years, 2 billion hectares** of fertile soils in the world have been eroded. Accelerated erosion during this period was particularly rapid in developed countries. According to American scientists T. Konke and A. Bertrand, since the arrival of the colonists on the American continent, due to the mistreatment of land, deforestation and improper irrigation have led to the loss of soil to barren lands. rotated. In fact, more than 300 million hectares of land have been affected by accelerated erosion in the United States, despite anti-erosion measures (according to L.I Kurakova). Of this, 100 million hectares are arable land. Currently, 2.7 billion tons of fertile soil is being eroded every year due to erosion from crop fields and pastures.⁸



These depths can be leveled during cultivation, but this does not restore soil fertility!

In conclusion, despite the fact that water erosion is a natural geological process, it is experiencing accelerated erosion due to anthropogenic influences, the effect of which is especially evident in irrigated lands. Irrigation erosion is occurring in many lands due to the fact that tillage and irrigation in irrigated lands are carried out coldly without a scientific approach. In the prevention and control of irrigation erosion, it is necessary to use mainly science-based irrigation techniques and technologies. The most important thing is to choose the right length of the slope and the amount of water supplied to the slope according to the slope of the land.

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CASE IN CLINICAL PRACTICE: MODERN INTENSIVE CARE IN THE TREATMENT OF POST-RESUSCITATION COMPLICATIONS CAUSED BY CARDIAC ARRHYTHMIAS

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ABSTRACT

*The situation after cardiopulmonary resuscitation (CPR) is one of the most complex and unresolved medical problems, with world statistics showing that more than 61% of patients who undergo CPR die within the first 24 hours. Although 39% of patients survived, various complications were observed, of which only 16% of patients fully recovered, and the remaining 84% of patients retained various complications [1-8]. Despite the improvement of the pulmonary-cardiac-cerebral resuscitation (PCCR) algorithm, the lack of knowledge and practical experience in conducting PCCR to patients has led to a high mortality rate of patients and a high level of complications. In some sources it is known that in cases of late onset of pulmonary heart resuscitation, the patient's vital functions are fully restored, depending on the patient's age, ambient temperature, resistance to hypoxia, first aid provided by non-medical personnel around the patient [9-18]. **Objective of the study:** To study modern intensive care in the treatment of post-resuscitation complications resulting from cardiac arrhythmias.*

KEYWORDS: *Post-Resuscitation Disease, Cardiac Arrhythmias, Cardiopulmonary Resuscitation, Hypoxia, Oxygen Therapy, Neuroprotection.*

INTRODUCTION

Case study: Patient A., 30 years old, was brought to the Bukhara branch of the Republican Scientific Center of Emergency Medicine (BBRSCM) on December 26, 2021 at 23:10 in a road car in case of clinical death.

From the anamnesis, the patient has been drinking alcohol and energy drinks regularly during the last 4-5 days while attending wedding ceremonies. 20 minutes before arriving at the hospital, he came out of the kitchen and collapsed and fainted while talking to his colleague. The patient was

transported by colleagues to the BBRSCEM in his car on 26.12.2021 at 23:10 and was taken to the shock ward of the admission department. Pulmonary cardiopulmonary resuscitation was started immediately due to the absence of pulsation in the central carotid arteries in the shock chamber, shortness of breath, asystole in the cardiomonitor. The patient's heart function was restored in 20 minutes. The patient's hemodynamics was transferred to the Department of Surgical Resuscitation at 01:30 on 27.12.2021 in case of maintenance under the influence of high-dose vasopressor drugs.

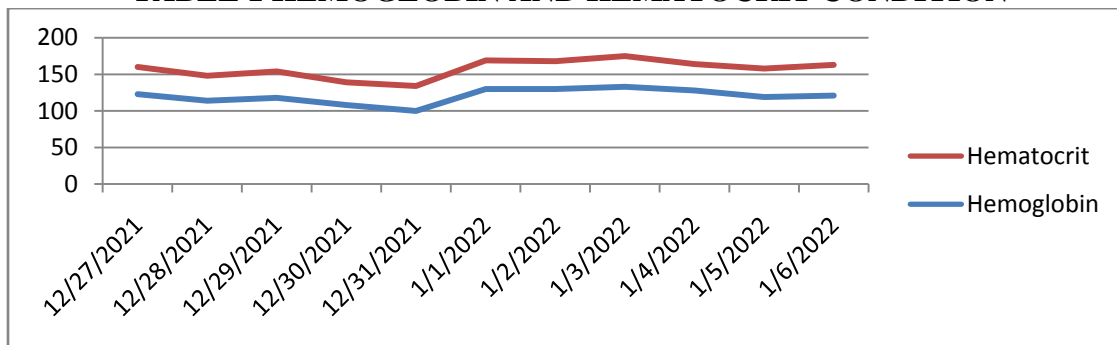
From the anamnesis of life, the patient denies hereditary diseases, which he grew up in satisfactory conditions. Does not consume regular medications.

When he arrives, the patient is not conscious. Body structure is normostenic, subcutaneous fat layer is moderately developed. The skin and visible mucous membranes are cyanotic. There are no scars on the body. Deformations in the musculoskeletal system are not detected. Temperature 36.0 OS. Maximum pupil dilation OD = OS, photoreaction is not called. Atonia. Areflexia. Breathing-abs. Saturation - abs. Heart sounds are not audible, no pulse is detected in the central arteries. Asystole is detected in the cardiomonitor. ABP-not detected. The tongue is wet, clean. There are no vomit masses in the oral cavity. The abdomen is soft, the liver and spleen cannot be felt. Involuntary defecation and urinary incontinence are not detected.

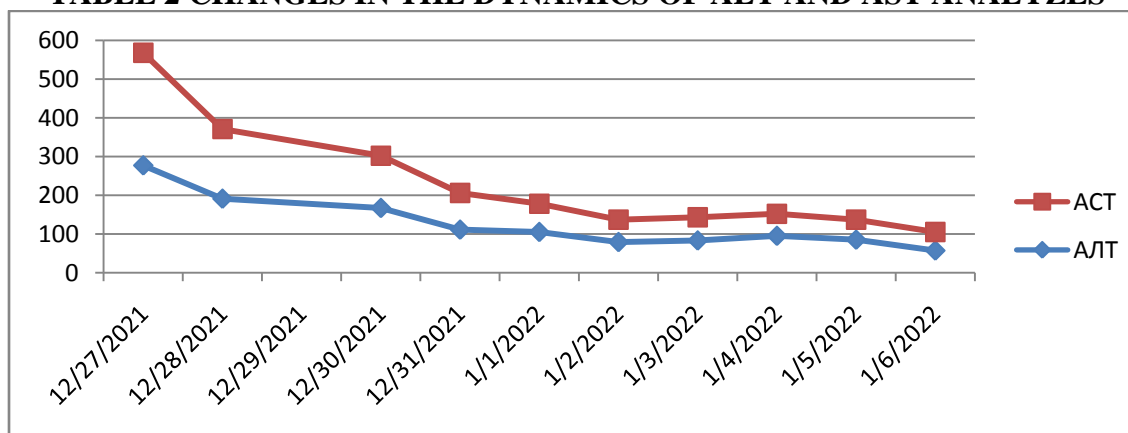
In the shock chamber of the reception department of the BBRSCEM reception of the patient, there was no pulsation in the central carotid arteries, no breathing, asystole in the cardiomonitor. External cardiac massage was initiated and tracheal intubation was performed using an bu7.5 intubation tube while simultaneously breathing with an Ambu copy. Artificial Lung Ventilation(ALV) apparatus Hamelton C3, A / S Volume mode. DO-600 ml, f-18 times per minute, PSV-14 mambr, PEEP-2, FiO₂ -100%. In order to restore cardiac function, r-r Adrenaline-0.18% -1.0, r-r Atropine sulfate-0.1% -1.0 were used 3 times in 5 minutes. For maintenance of blood pressure and vasopressor therapy, r-r Dexamethasone-8 mg every 5 minutes, r-r Dopamine 40 mkg.kg.min., R-r Noradrenaline-2,0 mkg.kg.min. started at. Due to the observed ventricular fibrillation on the cardiomonitor at 18-19 minutes of pulmonary-cardiac resuscitation, 3 defibrillations + external cardiac massage + defibrillation + external cardiac massage + defibrillation were performed with a current of 200-250-300 Dj. At 20 minutes, after 3 defibrillations, normal heart function was restored. The patient's heart function was restored in 20 minutes. As the patient's vital signs began to breathe with resistance to the ALV apparatus, sodium oxybutyrate-4 g, Sibazon-10 mg, morphine hydrochloride-10 mg were administered intravenously, the patient was adapted to the ALV apparatus and transferred to the intensive care unit against vasopressors.

On arrival Total blood test: hemoglobin-123 g / l; erythrocytes-4.0 x 10¹² / l; color index-0.92; hematocrit-37%; blood clotting time: start-2:58, end-3:24; platelet-133.0 x 10⁹ / l; leukocyte-5.3 x 10⁹ / l; rod nucleus neutrophils-2%; segment nuclear neutrophils-38%; Eosinophils-2%; Lymphocytes-51%; monocytes-7%; erythrocyte sedimentation rate-4 mm / s. Biochemical blood test: Total protein-58 g / l; glucose-7.1 mmol / l; urea-6.0 mmol / l; bilirubin: total-29.0 mmol / l, bound-9.0 mmol / l; ALT-277 Ed / l; AST-291 Ed / l; Calcium-2.3 mmol / l; fibrinogen-4.4 g / l. General urine analysis: color-yellow, clear; relative density-1020; rN-7.0; protein-0.066 g / l; glucose-negative; ketone bodies-positive (+); blood unit detection reaction-positive; bilirubin - negative; epithelial cells in a drying area - flat-0-1; leukocytes -8-9 in a drying area; erythrocytes unchanged in a drying area-6-7. Chest X-ray findings: Bronchitis; Conclusion of abdominal

ultrasound examination: Parenchymatous organ injury and free fluid in the abdomen were not detected at the time of examination; Conclusion of cerebral MSKT examination: No organic or traumatic structural changes in brain tissue were detected.

TABLE 1 HEMOGLOBIN AND HEMATOCRIT CONDITION

As a result of intensive therapy, clinical and laboratory parameters improved in dynamics: In the analysis of whole blood: hemoglobin-121 g / l; erythrocytes- 4.1×10^{12} / l; color index-0.9; hematocrit-39%; coagulation time: start-4:10, end-4: 30; platelet- 176.0×10^9 / l; leukocyte- 8.5×10^9 / l; rod nucleus neutrophils-2%; segment nuclear neutrophils-70%; Eosinophils-1%; Lymphocytes-25%; monocytes-2%; erythrocyte sedimentation rate-8 mm / s. Biochemical blood test: Total protein-70 g / l; glucose-6.4 mmol / l; urea-6.0 mmol / l; bilirubin: total-11.4 mmol / l, bound-1.8 mmol / l; ALT-95 Ed / l; AST-57 Ed / l; Calcium-2.2 mmol / l; fibrinogen-3.8 g / l. General urine analysis: color-yellow, clear; relative density-1016; protein traces; glucose-negative; ketone bodies-negative (-); blood unit detection reaction-negative; bilirubin - negative; epithelial cells in a drying area - flat-0-1; leukocytes -4-6 in a drying area; erythrocytes unchanged in a drying area-1-2. Chest X-ray findings: Bronchitis; Conclusion of abdominal ultrasound examination: No echopathology was detected in the abdomen at the time of examination; Conclusion of cerebral MSKT examination: No organic or traumatic structural changes in brain tissue were detected. ECG: Sinus rhythm. YuQS-84 times per minute. Mild metabolic changes were detected in the myocardium.

TABLE 2 CHANGES IN THE DYNAMICS OF ALT AND AST ANALYZES

The patient continued intensive care in the surgical intensive care unit from 01:30 on 27.12.2021. The patient's hemodynamics were captured under the influence of vasopressors. The patient was discontinued vasopressor therapy at 14:00 on 30.12.2021 against the background of a decrease in

the dose of vasopressors. The patient's consciousness was completely restored from coma II to 29.12.2021 to coma I, 31.12.2021 to sopor level, 02.01.2022 to mild numbness, 03.01.2022. The patient's consciousness was maintained in constant analgo-sedation until it improved to a mild level of numbness and was awakened from time to time to determine the level of consciousness. The patient underwent tracheostomic tube implant surgery on 29.12.2022 in order to improve the sonication of the tracheobroncheal tree, reduce the volume of the dead cavity, to prevent disruption of the oral microflora. The patient was transferred to independent breathing on 03.01.2022 through a tracheostomy. On 05.01.2022, the tracheostomy tube was removed and the ligament was burned. The patient was voluntarily discharged home on 06.01.2022 without cognitive dysfunction.

Based on the results of objective examination and laboratory-instrumental examination, the following diagnosis was made: Acute toxic myocarditis of alcoholic etiology? Complications: Ventricular fibrillation. Asystole. Condition after pulmonary heart-brain resuscitation. Postreanimation disease. Keeping the patient in complete hypothermia to the treatment plan; for neuroprotection: citicoline; In order to improve metabolism in organs and tissues: cytoflavin; In order to maintain and improve the activity of brain cells remaining in ischemia: amantadine sulfate; for membrane stabilization: lidocaine, dexamethasone; for dehydration: hypertonic sodium chloride solution, furasemide; For antioxidant therapy: Ascorbic acid; For antibacterial therapy: ceftriaxone, levofloxacin; In order to improve the rheology of the mine: rheosorbilact, heparin; For construction and power supply: Melkam; For nebulizer therapy: decasan, nebutamol; For analgo-sedation: Sodium oxybutyrate, profol, verzeepam, midozalam, metamizole sodium, fentanyl, promedol, morphine hydrochloride; For muscle relaxation: Arduan; For the treatment of hyperthermia: Taken paracetamol.

TABLE 3 PHARMACOTHERAPY IN POST-RESUSCITATION DISEASE

The name of the drug	Day											
	December 2021 January 2022											
	26	27	28	29	30	31	1	2	3	4	5	6
Cyticolin												
Cytoflavin												
Amantadine sulfate												
Lidocaine												
Dexamethasone												
Sodium 7.5% -200.0												
Furasemide												
Ceftriaxone												
Levofloxacin												
Reosorbilakt												
Heparin												
Nebulizer therapy												

CONCLUSIONS: 1. All over the world, it is accepted that the time norm of clinical death is 3-8 minutes, but due to the achievements of modern medicine, this time can be extended to 10-15 minutes. This could allow thousands of patients in the community to return to social life without cognitive dysfunction, without social death. Intensive therapies performed in 4 patients in our

practice in patients who remained in a state of clinical death for 10-15 minutes gave a positive result.

2. Intensive therapy of post-resuscitation disease should be carried out in combination with treatment of post-anoxic encephalopathy and treatment of polyorgan deficiency, which develops in complex forms of post-resuscitation disease.

3. Treatment of postanoxic encephalopathy includes neurotropic therapy: a combination of antihypoxants, antioxidants, sedative drugs, and energy sources.

4. Restoration of brain activity after clinical death depends on maintaining cerebral perfusion in the 1-2 stages of the disease after resuscitation in a slightly higher than normal and early onset of neuroprotective drugs.

5. In patients with pulmonary resuscitation and the restoration of cardiac function, the initiation of cerebral therapy from the first minutes restores the function of nerve cells in hypoxia and ischemia, as well as a sharp decrease in the incidence of cognitive impairment.

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WAYS TO IMPROVE HIGHLY QUALIFIED VOLLEYBALL TRAINING

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ABSTRACT

This article discusses the features associated with the training process of highly skilled volleyball players. Conclusions have been developed to improve the efficiency of the educational process. Highly qualified volleyball players were analyzed and made recommendations.

KEYWORDS: *The Process Of Training, Physical Characteristics, Dynamics, Volleyball.*

INTRODUCTION

In our country, a number of normative-legal documents targeted at the growth of the physical education sector have been enacted and are being quickly implemented. In particular, a sentence [1, 2, 3] can be found in the decree of the President of the Republic of Uzbekistan “on measures for the further development of Physical Education and mass sport” PP-3031 dated June 3, 2017, on the laws of the Republic of Uzbekistan “on education,” “on Physical Education and sports.” This ensures that a healthy lifestyle is widely adopted among young people, as well as the popularity of sports. Uzbek athletes have earned significant honors in renowned international tournaments, displaying our country’s sporting potential to the rest of the globe.

Volleyball stands apart in sports because of its uniqueness, popularity, and enjoyment. In the organization of training for this sport, special attention should be made to the sequence of exercises. As a result, coaches, experts, and field personnel should always pay attention to exercises that contribute to the enhancement of the organism’s functional capacities during training and help volleyball players develop a wide range of positive attributes.

As a result, volleyball players' physical growth is a natural process influenced by morphological and functional body characteristics, age and health, inherited variables, living conditions, and the unique impacts of volleyball exercise [3, 4].

It is critical to pay special attention to the following criteria when improving the training process of highly competent volleyball players:

1. In volleyball training, special attention is made to all equipment (equipment preparation);
2. Optimize the start and end times of training;
3. Adherence to good technical and tactical guidelines;
4. Physical and mental abilities are developed as a result of competitive training activities;
5. Create a training plan for volleyball players based on their age and previous athletic experience;
6. Effective establishment of a long-term training system for volleyball players, incorporating all training approaches;
7. Awareness of the factors that influence training efficacy.

It should be emphasized that the organization of the process of training highly competent volleyball players is complex and multifaceted.

It not only aids in the enhancement of these aspects' effectiveness in the training of competitive volleyball players, but it also has a beneficial impact on the attainment of high outcomes.

The stages of volleyball sports training, as well as the sizes and proportions of the various types of sports training

Department of sports activities	Stages and years of sports training					
	Initial preparatory stage		Training stage (stage of specialization in sports)		Sports improve ment stage	High level of sports skills
	One year	For a year	Up to two years	More than two years		
General physical preparation (%)	28 - 30	25 - 28	18 - 20	8 - 12	6 - 8	8 - 10
Special physical training (%)	9 - 11	10 - 12	10 - 14	12 - 14	14 - 17	12 - 14
Technical preparation (%)	20 - 22	22 - 23	23 - 24	24 - 25	20 - 25	18 - 20
Tactical, theoretical, psychological preparation and restorative means (%)	12 - 15	15 - 20	22 - 25	25 - 30	26 - 32	26 - 34
Technical-tactical (integral)	12 - 15	10 - 14	8 - 10	8 - 10	8 - 10	8 - 10

preparation (%)						
Participation in competitions, coaching and arbitration practice (%)	8 - 12	10 - 12	10 - 14	13 - 15	14 - 16	14 - 16

General physical preparation: The major purpose of this stage is to improve athletes' overall physical training, as well as their basic systems and functional skills, and to build the necessary sports, technical, tactical, and psychological attributes. At this stage, the overall growth includes of a great number of exercises in gaseous directions, as well as activities that target all muscular groups in athletes. The general training phase is crucial because it focuses on the overall growth of movement speed and diverse movements that are directed to athletes' physical and functional training, which is based on special training. An important role of special training during the initial stage of the preparation period is to improve athletes' ability to accomplish a huge load. Ability to select and implement competitive workouts based on the effectiveness of training at the start of the program.

Special physical training: The main goal of this stage is to increase the special physical training of athletes, focusing on the direct formation of their Sports form. Special physical training tasks consist in focusing on the functional capabilities of the whole organism of athletes and the development of muscular strength of the legs, explosive strength of the shoulder-belt and body. The development of special physical qualities of volleyball players and competitive exercises of their own sport, as well as the correct selection and application of specific exercises that are performed by their motor and complex movements, is a technique.

Technical preparation: Only the durable and effective execution of the methods, as well as the possibilities of their manifestation in every circumstance and under any counter-effects, will be the focus of an objectiv assessment of the degree of technical training of volleyball players. When it comes to rigging technical training, specialist equipment is used (exercises). In actuality, the term "means" has a vast range of meanings and forms. Naturally, side workouts, technical exercises (or basic exercises), and a two-way volleyball game are the most important. However, in order to tackle the problem successfully and effectively, it is beneficial to conduct preparatory and tactical exercises in the training and improvement process.

Tactical, theoretical, psychological preparation and restorative means: The level of development of general and special physical qualities of volleyball players, as well as their harmonious demonstration in the game process, will depend on the "wealth" of tactical thinking and the brilliance of their tactical actions. Theoretical (intellektual) preparation of volleyball players and psychophysical (memory, attention, emotion, thought, mind, will, Visual breadth, heart, breathing, etc.organs) will focus on the level of capacity formation, the ability to uniformly shape the tactics of the opposing players and the opposing team, as well as other possibilities.

The strategic goal of tactical training, which is carried out over many years of sports training, is the high-level construction of all the indicated opportunities within the framework of these variables.

Technical-tactical (integral) preparation: A high degree of physical training, technical-tactical training, and control games that promote integrated training in volleyball players. [6,7]

Specialization in sports by specialists does not negate the athlete's diverse development. On the contrary, as much as feasible is achieved in the chosen sport based on the overall upgrading of the organism's functional capacities, the comprehensive growth of physical and mental abilities. A lot of theoretical and experimental study data, as well as a lot of experience in sports practice, testify to this [4,6].

There are two basic reasons why an athlete's overall growth is linked to his or her sporting achievements. The interdependence of all of the organism's members, systems, and functions in the activity and development process is the first reason for the organism's indispensability. What physical quality is more important, what type of development is less important, what type of sport is more specific, in order for any physical ability to develop at an extremely high level, the functional capacity of the organism as a whole must be high, that is, the general instruction that this can be achieved only through the process of development in the organism. Secondly, many movement talents and abilities interact with one another. The broader the range of skills and abilities obtained by volleyball players during training, the more favorable the foundation for developing new types of movement activity and improving previously mastered talents will be. New action forms appear based on previously assembled forms, and they comprise the same or similar features. The ability to further improve movement activity as a result of overcoming the problems faced in this way, as well as the development of workouts, is even more crucial in the process of mastering new movement coordinates.

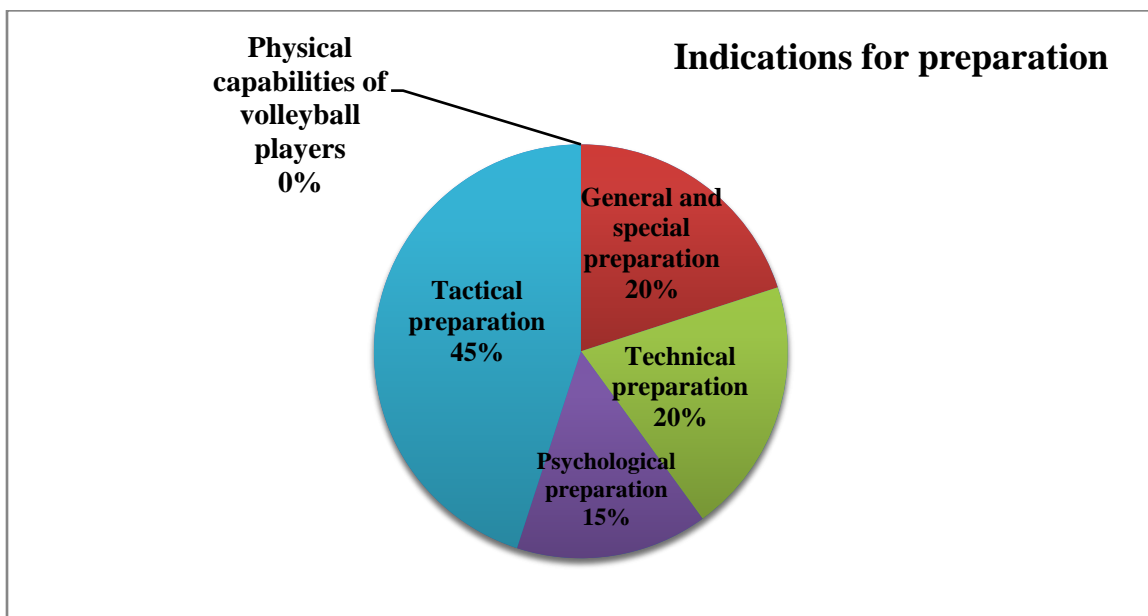
As a result, the goal of finding in sports is to require that, in addition to being a highly specialized process, sports training leads to broader development. As a result, general and special training in sports are carried out simultaneously and inextricably linked.

The organic harmony of general and particular training not only fulfills the legalities of sports improvement, but also everything adheres to the general legalities of the training structure, which is aimed at man's comprehensive development. As a result, the most essential premise of a sports school must be the unity of general and specialized training, which embodies the basic principle of an individual's comprehensive development in sports training.

Because the general and specialized training of volleyball players are so intertwined, it is hard to exclude some aspects of this unit from training without jeopardizing the achievement of a wide range of goals, as well as the use as a training tool. The content of general and special training is also dependent on one another, as the content of general physical training is decided by the characteristics of the selected sport, whilst the content of special training is determined by the conditions that occur as a result of General Training.

The unity of general and specialized training must be viewed as a dialectically dependent one. During training, each side of this unit will not gain from the same tasks in the same way. In each scenario, there is a set of rules that must be followed or advancement in sport would be hampered. This standard is determined by the sport's special qualities, as well as a number of other factors. In actuality, it is feasible to see both examples of insufficient general training evaluation and cases of giving it too much room at some point during the training process. This is exacerbated even further by the fact that the best ratio of general and specialized training does not remain constant over time, but rather varies in a lawful way at different phases of athletic

development. Although the main tendencies of these changes have been identified, the problem has not yet been entirely solved. It is demonstrated below [5,6,7] in combination with the explanation of the structure of one-year and multi-year training on how to tackle this problem.



Analysis of highly qualified volleyball players' training processes is linked to the formation of technical and tactical actions, as well as physical and psychophysical opportunities, which will serve as the foundation for victory in a variety of prestigious competitions that will be fiercely contested. To do so, each coach must be well-versed in the methods, tools, and principles of training and improvement used in his professional and pedagogical activities, as well as the technology that enables them to be implemented. [5,8]

To conclude that it should be highlighted that ensuring the continuity and consistency of training of highly qualified volleyball players is essential. The efficiency of purposeful implementation of these procedures via systematic methodologies is thought to be high.

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AN EXPRESSION OF SOCIAL PROBLEMS IN BEN JOHNSONS'S COMEDIES

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ABSTRACT

Drama has been perceived in multi-faceted ways. On a general note, it has been viewed as the reflection of life; the society, to be precise. Thus, any literary work is a by-product of the society where it is written. This study focuses on the play-text as a reflection of the social history of a particular society (London), at a particular period in time(1610), using Ben Jonson's work as our main paradigm.

KEYWORDS: *Society, Sociologist, Comedy, Playwright, Expansion, Protagonist*

INTRODUCTION

The self in Jonson's comedies, like the self described by modern sociologists, is a reflection of other reflections, created by the society it creates. As Milgram's experiment on obedience to authority seems to show, the social self is radically contingent. Therefore the anagnorisis in Jonson's comedies is a catastrophe in more than the technical sense; it is the discovery of a self that cannot bear its own exposure. By contrast, the heroes and heroines of Shakespeare's romantic comedies discover themselves in relation to a nurturing family and a mature sexual family. Theirs is a psychological self. In the "comical satires," Jonson encounters the problem of finding appropriate endings for plays whose characters can achieve no satisfying self-discovery. In Volpone the protagonist acts like an experimental social psychologist, exposing the pliability of the social self. The catastrophe shows that Volpone's own "substance" is only a reflection of his world's insubstantiality.

Jonson's life story reads like a tragic novel. Born in London the posthumous son of a clergyman and trained by his stepfather as a bricklayer, Jonson became a mercenary, then an actor and leading playwright. At the height of his career, he was unchallenged in his chosen profession and a companion to some of the leading figures of his day. But he died virtually alone and impoverished eight years after suffering a debilitating stroke. He was buried beneath Westminster Abbey under the inscription "O Rare Ben Johnson". His life spanned the years 1573 to 1637, a period of extraordinary change in English society: from the latter years of the reign of Queen Elizabeth I through to the eve of the English Civil War in 1642. Passionate and volatile, he was a man with a clear eye for the world around him. His plays are noted for their satirical view of the modern--capitalist--class relations that were beginning to develop.

Bourgeois monetary relations were breaking down the old feudal ties that had existed in England and which had been grounded in a largely subsistence agricultural economy. London was experiencing an explosive expansion--a process driven by the impact of trade and the early market economy. A century before Volpone was written, the city's population numbered just

60,000. By the time of the play's first performance in 1606, it had more than trebled to over 200,000. London was soon to become Europe's largest city. The growth continued despite bouts of the plague and other epidemics. In the years 1603 and 1625, for example, between one fifth and one quarter of the residents died from disease. One of Jonson's later major works, *The Alchemist*, is set in London during an outbreak of the plague and concerns a wealthy home owner who has fled the capital, leaving the servants in charge of his city mansion. The expansion of trade along the Thames, and the broadening power of the royal court led to a London property boom. England's foreign trade, which extended from Russia to the Mediterranean and the New World, grew tenfold between 1610 and 1640.

Economic growth was also accompanied by deepening social inequality. The real wage of carpenters, for instance, halved from Elizabeth's reign to that of Charles I. Side by side with opulent wealth were squalid tenements. Yet the poor from elsewhere in the country and from continental Europe were drawn to London by the prospect of wages that were more than 50 percent higher than the rest of southern England. The city became a place of business and of fashion for the rural-based aristocracy, and Jonson parodies in some of his plays the tendency of young aristocrats to sell acres of their land to pay for city fineries. London was the heart of the royal court and the state bureaucracy. At any time over a thousand gentlemen connected with parliament or the law courts could be found residing at the city's inns. These inns became a hub of intellectual ferment where writers and actors like Jonson met with merchants, gentlemen and other leading figures of the day. Jonson dedicated his first major work, *Every Man In His Humour*, to these inns, calling them "the noblest nurseries of humanity and liberty in the kingdom".

London's economic expansion and the aggregation of so many and varied social elements stimulated the cultural development expressed in Elizabethan and Jacobean theatre. At the same time, the social tensions brewing within the growing metropolis created a receptive audience for the satire for which Jonson was to become famous.

Ben Jonson occupies by common consent the second place among English dramatists of the reigns of Elizabeth I and James I. He was a man of contraries. For "twelve years a papist," he was also—in fact though not in title—Protestant England's first poet laureate. His major comedies express a strong distaste for the world in which he lived and a delight in exposing its follies and vices. A gifted lyric poet, he wrote two of his most successful plays entirely in prose, an unusual mode of composition in his time. Though often an angry and stubborn man, no one had more disciples than he. He was easily the most learned dramatist of his time, and he was also a master of theatrical plot, language, and characterization. It is a measure of his reputation that his dramatic works were the first to be published in folio (the term, in effect, means the "collected works") and that his plays held their place on the stage until the period of the Restoration. Later they fell into neglect, though *The Alchemist* was revived during the 18th century, and in the mid-20th century several came back into favour: *Volpone*, *The Alchemist*, and *Bartholomew Fair* especially have been staged with striking success.

Jonson's chief plays are still very good theatre. His insistence on putting classical theory into practice in them has reinforced rather than weakened the effect of his gift of lively dialogue, robust characterization, and intricate, controlled plotting. In each of them he maneuvers a large cast of vital personages, all consistently differentiated from one another. Jonson's plots are skillfully put together; incident develops out of incident in a consistent chain

of cause and effect, taking into account the respective natures of the personages involved and proceeding confidently through a twisting, turning action that is full of surprises without relying on coincidence or chance. Sometimes Jonson's comedy derives from the dialogue, especially when it is based on his observation of contemporary tricks of speech. But there are also superbly ludicrous situations, often hardly removed from practical joke.

CONCLUSION

The picture of life, drama and society which Ben Jonson gives in his writings is full of the colour and atmosphere of London at one of its fascinating moments. The court had learnt how to be brilliant and lavish and often irresponsible. The literary world was open to a great variety of people; University wits and Courtiers shared its honours and failures with men of small education and training. Everyday life was full of theatrical contrasts; luxury and poverty ran parallel courses. In fact, the contrasts were becoming so marked that more and more people were questioning them. Society was growing self-conscious and turning its eyes upon its own code and manner of living. One group of people was protesting against the religious autocracy of the Bishops, another group of young satirists scourged the foibles of contemporary society in the manner of Juvenal and enjoyed both phases of the process. The great theatre-going public grew conscious of its influence and made its demands upon the playwright forcefully that the development of Elizabethan and Jacobean drama was largely a reflection of the changing preference of public taste. Thus, in all the departments of life, the reign of authority was weakening. The relationships of classes and groups to one another were examined; when they were faulty, they were challenged.

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THE GOLDEN AGE TRADITION OF DETECTIVE NOVEL IN THE LITERATURE OF ENGLAND

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ABSTRACT

The article provides a theoretical basis for the study of detective fiction can be classified under two headings: the short story and the full length novel. The detective story has become one of the most popular forms of all genres. The writers of detective novels portrayed various types of detective figures with their strange habits. The crime is investigated by an amateur person, the private detective or police department.

KEYWORDS: *Detective, Subgenres, Portrayed, Curiosity, Engaging Stories, Sustain, Humour.*

INTRODUCTION

The detective story also has various subgenres. The novelists Agatha Christie, Dorothy L. Sayers, and Margery Allingha The detective fiction can be classified under two headings: the short story and the full length novel. They belong to the 'Golden Age' tradition of detective fiction. It is important to note that in the Golden Age novels, the scenes of crimes were in England, especially in the capital city, London. The term 'Golden Age of Detective Fiction' refers to a period of detective fiction between 1920 and 1939 in England. According to some critics, it began in 1913. The novels of Agatha Christie, Dorothy L. Sayers, Margery Allingham, and Nicholas Blake appeared in this period. The important aspect of detective fiction in the 'Golden Age' was the refinement of the murder mystery. It transformed into a puzzle with the mingling of light humour. It is in testing to note that Edmund Clerihew Bentley invented the comical verse form namely, 'Clerihew' which is named after him. Agatha Christie is one of the significant detective fiction writers of the "Golden Age" of Detective novels. She has produced her first detective novel, "The Mysterious Affair at Styles" in 1920. The character of the Belgian detective, Hercule Poirot has been featured in this novel. He also appears in many of Agatha Christie's novels. The character of the elderly spinster, Miss Marple, a detective adds interest to her novels. Agatha Christie's novels are famous for their engaging stories which sustain the interest and curiosity of the reader till the end of her novels. She also misdirects her readers in the course of her novels. In this way, the novelist manages to keep suspense of the story of the novel.

Detective fiction is a subgenre of crime fiction and mystery fiction in which an investigator or a detective—either professional, amateur or retired—investigates a crime, often murder. The detective genre began around the same time as speculative fiction and other genre fiction in the mid-nineteenth century and has remained extremely popular, particularly in novels. Some of the most famous heroes of detective fiction include C. Auguste Dupin, Sherlock Holmes,

and Hercule Poirot. Juvenile stories featuring The Hardy Boys, Nancy Drew, and The Boxcar Children have also remained in print for several decades.

Agatha Christie is the most famous Golden Age writer, but also considered one of the most famous authors of all genres of all time. At the time of her death in 1976, “she was the best-selling novelist in history. Many of the most popular books of the Golden Age were written by Agatha Christie. She produced long series of books featuring detective characters like Hercule Poirot and Miss Marple, amongst others. Her use of basing her stories on complex puzzles, “combined with her stereotyped characters and picturesque middle-class settings”, is credited for her success. Christie's works include *Murder on the Orient Express* (1934), *Death on the Nile* (1937), *Three Blind Mice* (1950) and *And Then There Were None* (1939).

Agatha Christie is the best-selling author of all time. She wrote 66 crime novels and story collections, fourteen plays, and six novels under a pseudonym in Romance. Her books have sold over a billion copies in the English language and a billion in translation. According to Index Translation, she remains the most-translated individual author, having been translated into at least 103 languages. She is the creator of two of the most enduring figures in crime literature-Hercule Poirot and Miss Jane Marple-and author of *The Mousetrap*, the longest-running play in the history of modern theatre.

For too long standard interwar histories have portrayed the interwar years as a period marked by failure, instability, depression, and volatility. Instead, rising living standards, the narrowing of socioeconomic disparities, expanded avenues of social welfare, increased leisure time, and mass consumerism resulted in an altogether peaceful, healthier, stable, and increasingly affluent England. Out of these rising economic improvements emerged forms of mass entertainment, including popular fiction. Cheaper paper and printing methods, rising literacy, faster distribution methods, new forms of advertising, and the expansion of public libraries led to the creation of a mass readership across England. For the first time, publishers truly had to give the people what they wanted. As such, the proliferation and popularization of genres, both new and old, occurred. Most notably, the detective genre matured and blossomed during this period, which marked its golden Age. I as its authors' sales depended on popular approval and because of the genres realistic, conservative nature, detective fiction offers historians an inside look into the conventional morals, attitudes, beliefs, and values of the English interwar public. It was Dame Agatha Christie's fiction that dominated sales both in the detective genre and in popular fiction in general. Throughout her astonishingly successful career, from 1920 until 1976, she always attempted to be as realistic, current, and up-to-date as possible. As such, she left behind a record of the times that she experienced firsthand. As a highly conventional middle-class woman, she mainly wrote for and about the class that guided England's social and cultural life. Her works affirm the reality that interwar England was a nation that still followed and believed in late Victorian and Edwardian morals and values, accepted the existence of hierarchy and class distinctions based primarily on birth, and condoned Britain's role as an imperial nation.

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THE WORKING MECHANISM OF SIMULTANEOUS TRANSLATION

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ABSTRACT

All over the world, political, economic, scientific and cultural cooperation between different nations is growing, and these ties are inconceivable without translation. Translation is seen as a link between peoples, a means of developing and enriching science and culture, a bridge of mutual cooperation and solidarity. In the field of translation, simultaneous and literary translation is a difficult task, but the demand and supply in this area are growing. Time demands it. The translation is a communicative means of a work written in one language that serves the spiritual needs of other people and provides an opportunity for artistic enjoyment. Simultaneous translation is one of the most complex types of interpreting, and this type of translation is performed using special equipment. It is a method of oral translation in which the speaker conveys the content of the speech to the audience without the help of an interpreter. Simultaneous translation is mainly based on the ability to speak in the process of listening, and a simultaneous interpreter is required to know both the source language and the target language at the same time and to be able to think in two languages at the same time. This article examines simultaneous translation and its strategies (both in our country and in the world) and analyzes the achievements and shortcomings of this issue in scientific research and draws scientific conclusions.

KEYWORDS: *History Of Simultaneous Translation, Types Of Simultaneous Translation, Communicative Media, Translation Methods, Linguistic, Pragmalinguistic Competence, Sociopragmatic Competence.*

INTRODUCTION

The translation is as ancient as human relations, a means of expression between different peoples to come closer and bridge the gap between them, and then it is a means of connecting and connecting civilization, yes a strong rope that binds humanity all over the world and is a bridge

Until the late 1920s, a series of translations were used at international congresses, conferences, and gatherings, and were translated into other working languages after the speaker's speech. Depending on the number of special languages adopted at the meeting of the multilingual delegates, each speech was repeated several times from the rostrum, resulting in a great loss of time. From the late twenties, the translation of speeches began to be done episodically at the

same time as listening to them, and in this connection took the name of simultaneous translation. (In the history of synchronous translation, see: Gofman E. A., 1963; Longley P., 1968).

Perhaps it is the translation of the conferences that have intrigued us in this regard and that we would like to dwell on in more detail in its passages, for it is a suitable and clear view between the two guests, between which synchronous or verbally is divided by communication through translation. In-depth knowledge of languages is an absolute condition for the practice of a translator, regardless of the training and qualifications of the translator, if he wants to achieve a higher goal by translating his official speeches in international forums, he must be familiar with them.

A simultaneous interpreter retells speech, unlike a translator struggling with written text. So he hears it, imitates his mind, places it in his memory in another language and reshapes it in another language, works with a unique ability to create new meaning in another language, and approaches it intelligently to convey the meaning to the listener.

Based on the above, in this article we want to give a closer look at the origins and development of simultaneous translation and the differences between simultaneous translation and other translations, giving the necessary instructions for simultaneous interpretation at international congresses, conferences and meetings. and we set ourselves the goal of interpreting in accordance with the most important rules that come with a translation, from the speaker's speech to the listener's.

Origin and development of simultaneous translation: Translation has been and still is seen as a bridge to other communities around cultures without any permission. It plays a major role in fostering dialogue between different cultures, narrowing and eliminating the differences between different civilizations and cultures, and creating the conditions for a common global thought. The issue of translation also brings us to the level of the relationship between the author and the translator, to speak of translation as a creative process. When we look at the elements and methods of translation, we see that there is not much difference between authorship and translation. Both are creative because the translator usually does not create the translated text all at once, but uses the word and pronunciation as a term, using style and meaning in a specific way. It should be noted that the first attempts at interpretation took place when Andre Kaminker translated Hitler's speech on French radio in 1934.¹ Then, after World War II, simultaneous translation was used for the first time in the trial of Nazi crimes at the Nuremberg International Military Court in Germany from 1945-to 1946. The simultaneous translation proposal initially confused many translators and translators. This type of translation has been criticized and various have expressed opinions as to its inexpediency [3]. Because of the simultaneous demonstration of the possibilities of simultaneous translation, training programs for new specialists in the field was developed in the countries. To do this, we had to define the professional and academic criteria for simultaneous translation. At that time, some manuals on simultaneous translation (for example, L. F. Rozan) have become classics [4]. However, many are still skeptical about simultaneous translation. Of course, except for those who confirm the possibility of simultaneous translation based on their personal experience, and those who are critical of this type of translation.

In Russian translation, the issue of simultaneous translation began to be seriously considered after the 70s and 80s of the twentieth century. Examples include the work of A. D. Schweizer, G. V. Chernov, V. M. Ilyukhin, and other researchers.

It should be noted that simultaneous translation is not well developed in Uzbek translation studies. Only translator G. Salomov's textbook, Introduction to the Theory of Translation, states that "the language of gestures must be clearly distinguished, especially by translators engaged in simultaneous translation and film translation." known [5]. Nowadays, the study of foreign languages is widespread, and although most professionals have reached the level of knowledge of two or more languages, the need for simultaneous translation is still growing.

Many types of translation are still used today, including simultaneous translation, and we see that the importance of simultaneous translation has become commonplace in many institutions today. Like other translations, simultaneous translation has its own set of rules, conditions, and procedures. In fact, the meaning of simultaneous translation has several meanings according to its function and means. We will discuss all of these rules and methods and explain them as much as possible.

Significance of Simultaneous Translation: Translation means the translation of spoken or written texts from the original language into another language while retaining the same meaning. Also, if we take the word synchronous, it means that it happens in an instant. Similarly, if you take the word synchronous, it means an instantaneous event, that is, the word synchronous acquires the property of instantaneous and instantaneous speed. We can say that simultaneous translation is the translation of speech or texts from the original language into another language while retaining the full meaning expressed in the original language. Here are some notes on this definition:

Simultaneous translation is a type of translation according to the time of execution of this type of translation. Besides this type, there are short translation and extended translation types.

In this type of translation, it can be said that speed is the main determinant of the process, but the speed of processing does not mean ignoring the need to translate the text between the two languages it is translating in the same sense and deliver it to the listener.

3. We should note that among these tariffs. This concept of simultaneous translation can lead us to some research that translates texts in real-time.

The most important areas of simultaneous translation: There are many meetings and international conferences where the use of simultaneous translation is necessary and integral, and this translation is a conversation between diplomats and delegations, these interviews are direct. It doesn't matter if the interview is in one place or on the air or on the Internet, the following are the most important ones:

1. **Conferences:** There are many international conferences attended by representatives of many nationalities, and in these conferences, translators speak several languages, and here the conference management allocates interpreters to deliver speeches at the conference, for example, we often see conferences. participants wear headphones because these headphones are a means of transmitting the translation to them. Includes seminars, meetings, international forums and many other meetings and conferences.

2. **Media coverage:** During a live broadcast of an event, for example (a United Nations session), some media outlets may need to provide a simultaneous interpreter to simultaneously translate all speeches at that session.

3. Meetings or Interviews: When a foreign delegation arrives in an Arab state, we see that some of these delegations are accompanied by an interpreter, so whether they are at the airport, a restaurant, or elsewhere, conversations are a process of simultaneous translation. in which the interpreter acts as an intermediary between the guests and the other party.

Conditions to be fulfilled in this type of translation: Interpretation is governed by many conditions that control its mechanism of action. These conditions mainly ensure that the correct results of the translation are obtained during the translation process. These conditions also take into account each type of simultaneous translation. This is because each species has its own characteristics in terms of application and performance. Below we summarize the most important of these conditions:

1. The interpreter must be time-sensitive, meaning that the interpreter must begin the translation as soon as the speaker has finished speaking and completing the phrases, and then the translated sentence must be oral or written.

2. Simultaneous translation When translating to the media, the montage should correspond to the sound or text, as well as take into account the synchronization, which is simultaneously pronounced by the speaker, which is the output of the translation.

3. The simultaneous interpreter should strive to convey the meaning exactly as it is, and here the inaccuracies of the meanings conveyed as a result of lack of attention are many errors in simultaneous translation. leads to

Types of simultaneous translation: There are many types and classifications of translation that correspond to the essence of simultaneous translation, and most of these classifications are the type of translation used in translation. as well as some classifications of translation according to the method of providing translation are generally considered to be the main types of translation.

First: Simultaneous media translation: This is the most common type of translation, as we often see translation appear in the media with a direct speaker's speech, and many other sections fall into this category, in particular:

1. Text-to-speech translation: This is what we see on the bottom bar of the TV screen. The place where the speaker is speaking and the written translation are displayed at the bottom of the screen.

2. Spoken Translation: Here, media officials lower the speaker's voice, highlighting the voice of the interpreter who quickly translates every word they hear and makes it heard by the listener.

3. Radio and television translation: Simultaneous translation is not included in the print media. Rather, it is limited to radio and television, and if the translation is for radio content, it is called radio, and if television is for content, it is called television.

Second: Electronic translation: there is no real translator to perform the translation, but an electronic program that can download this type of translation immediately, and this application is intended for written texts or spoken words.

Multiple translation methods of simultaneous translation In this type of translation, the translator uses many methods to make the translation complete and complete, and these methods vary depending on the tools used in the translation process or the form of the tools provided in this translation. will be. Each of these methods represents a factor that determines the steps that a

translator must perform in performing this type of translation. We provide the following methods with explanations and comments as much as possible:

First: Listening and Delivery Method: In this method, two sides work in translation, i.e. the speaker and the interpreter, where the speaker delivers the text to the translator in the original language and the interpreter immediately translates the speech he hears. However, this method may also include a third party that is a transmitter, a transmitter that can be a computer that quickly translates and sends the translated text, or an interpreter that delivers the translation in writing where needed.

Second: Interpreting Method: Here the interpreter hears the speech and immediately translates it and pronounces the text in the form of a dialogue for others to hear.

Third: Quantitative translation method: in which the translator translates a certain number of phrases, paragraphs or words and then pronounces them, for example, the translator listens or watches five sentences, then immediately translates them and then translates the other five sentences ... and etc.

Fourth: Appropriate translation: In this method of translation, it means that there is agreement between the speaker and the translator, for example, the speaker speaks on a particular topic for no more than two minutes, then he keeps silent and the interpreter initiates translation and delivers to the audience. The audience then returns to the speaker's speech and 2 minutes later the interpreter translates again [6] ... and so on.

How is this type of translation done? The mechanism for implementing this type of translation has not yet been approved on the basis of clear legal provisions. Because this type of translation depends on the translator's lexical richness and ingenuity in both languages (translation from the original language into the target language). Simultaneous translation is done by hearing or watching the words in the original language, the translator immediately translates them as soon as he reads the text, and here he reads the text, divides it, then writes the translation over the text, and reads it. no time is given for editing, etc.

The most important skills and competencies a translator needs to perform this translation are:

1) linguistic, linguistic competence. This includes pragmatic competence. Pragmatic competence is divided into two parts:

a) pragmalinguistic competence is, in the opinion of R. Setton [7], the knowledge of the "specific nuances of meaning" of a particular word or phrase;

b) Sociopragmatic competence - includes a wide range of concepts, such as knowledge of etiquette, functional style, etc.

2) have a general knowledge of the synchronist, able to build a general and special dictionary. This is necessary in order to gain an understanding and translation on a specific topic in the context of pre-submitted documents and reports.

3) have the skills or strategies or abilities of a simultaneous interpreter to process the message.

The translator should be familiar with the basic scientific terms that are spoken and expected to be spoken at international conferences. In the process of simultaneous translation, even the smallest elements should not be overlooked. The microphone in the translation booth is very powerful, so the sound of the movements in the booth should be very low. Even the pagination

of the book and the slow sound of the large earrings worn by the female translator make a big noise in the ears of the listeners [8].

CONCLUSION

This means that simultaneous translation is the most complex of the interpretation, and we performed this type of translation using special equipment. It is a method of oral translation in which the speaker delivers the content of the speech to the audience without the help of an interpreter. Simultaneous translation is mainly based on the ability to speak in listening, and simultaneous translation requires the same level of knowledge of both the original language and the language of translation, as well as the ability to think in two languages at the same time.

In the field of simultaneous translation and to this day, many translation scholars, researchers and masters have expressed their views and comments on the assimilation in a number of their scientific articles, monographs, we see that we need to master.

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CONSIDERABLE ASPECTS OF THE ABSOLUTE RULES OF ISHTIGAL AND MAFUL IN ARABIC LANGUAGE

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ABSTRACT

This article is devoted to the work of Sheikh Mustafa Galayaniy “Ishtigal” and “maful mutlak” in Arabic from the point of view of Mustafa al-Galayaniy”, which discusses issues of self-completion (maful mutlak) and ishtigal in Arabic. And also considered the use of the supplement in the nominative or accusative cases, in cases where they are placed in front of verbs. As for self-completion, we are talking about its substitutes, as well as the use of masdars in the role of self-completion.

KEYWORDS: Masdar, Verb, Self-Completion, Maful, Maful Bihi, Ishtigal.

INTRODUCTION

One of the most common rules in Arabic grammar for students, or any reader in general, but also plays an important role in clarifying the meaning of a sentence, is the secondary parts of speech that come in the form of a preposition. The very words of the dream are very common in our speech when we talk to each other. However, while the words in the Uzbek grammar always answer the question of who, what, and where, the names in the Arabic grammar do not always answer such questions. This is because in Arabic there are different types of nouns that come in the form of a dream. The topics of “ishtigal” and “maful mutlak” that we are studying are also part of the nouns that come in this form.

Main part

Mustafa ibn Muhammad Salim ibn Muhiddin ibn Mustafa al-Ghalayini, one of the most famous scholars who was born in Beirut in the 19th century and lived in the field of enlightenment, states the following in his book جامع الدروس العربية

Ishtigal – is the addition of a rhyme to the verb that returns to the filler when the filler precedes the verb it is demanding. For example, خالداً أكرمه – I respected Khalid. (Literally: Khalid, I respected him.) In this case, it is better to use the preceding noun in the preposition because it comes at the beginning of the sentence, but it can also be used in the preposition because it is a complement. For example, رأيت خالداً – I saw Khalid. (Literally: I saw Khalid.) It is preferable to cite the noun that precedes the verb in the following five cases:

1) If the noun is followed by a verb in the imperative mood, for example, خالداً أكرمه – respect Khalid;

2) if the noun is followed by a command negative verb, for example, الكريم لا تهنه – Do not despise the Generous;

3) If the name is followed by a prayer, for example, اللهم أمرى يسره – O Allah, make my work easy;

4) The name comes after the interrogative pronoun, for example (Sura al-Qamar, 24) [3];

5) The answer to the question is, for example, علياً أكرمته – The following sentence was given in response to the words [1: 403].

From this information it is clear that occupation is a factor of the filler itself, that is, it comes before the verb. In other words, the filler comes first. It is known that verbs in Uzbek and verbs in Arabic differ from each other in the usual position of the verb. The filler usually comes after mastering both languages. However, when the usual order changes, the complement may appear at the beginning of the sentence before it is spoken in both languages. In Uzbek, adjectives are used unchanged at the beginning of a sentence, with or without a complement. However, the Arabic language has its peculiarities. In Arabic, a complement usually comes at the beginning of a sentence. However, it does not always agree because it comes at the beginning. The above five points are the places where it is appropriate to quote the word at the beginning of the sentence, as it is in fact a compliment.

The name must be used in the following three conventions:

1) If it comes after the word اذا, which means “suddenly”, for example, خرجت فاذا الجو يملؤه الضباب – I came out. When I looked, I saw that it was foggy, that is, I did not know that it was foggy;

2) If the following syllable comes after the preceding syllable الواو, for example, جنئت و الفرس يركبه – I came riding a horse;

3) interrogative, negative and conditional prepositions, prepositional prepositions, “lom” at the beginning of a sentence, ma expressing surprise, rhetorical interrogative preposition كم, followed by prepositions affecting the owner, for example, زهير هل أكرمته؟ “Did you respect Zuhayr?”. In this case, the name is “mubtado”, meaning the owner of the noun phrase. This is because the verb that follows these downloads does not affect the noun that precedes the downloads [1: 405].

Apart from Mustafa al-Ghailani, other scholars, such as In Malik and Ibn Aqeel, have also provided valuable information on the principle of occupation. There is no contradiction between the views of Mustafa al-Ghalaini and the views of Ibn Malik [2: 99] and Ibn Aqeel [2: 99], but the views of each of them support each other.

Mustafa ibn Muhammad Salim ibn Muhiddin ibn Mustafa al-Ghalayini, in his book Jami Aldrws العربية expresses his views on this subject and divides the subject into the following groups:

1) indefinite and definite masdar (mubham and mukhtas); 2) stable and unstable masdars; 3) the deputy chief; 4) the absolute factor of forgiveness; 5) maful mutlak of forgiveness; 6) a substitute masdar in place of his verb.

In the first of these chapters, that is, in the chapter on indefinite and definite masdar (mubham and mukhtas), he divides the masdars that come in the absolute function of maful into two: 1) mubham masdar; 2) mukhtas masdar [1: 411].

When the meaning of the masdar in the absolute function of the maf'ul is equal to the meaning of the verb in the sentence, such a masdar is called a mubham masdar. The infinitive is used only to emphasize an action understood from a verb. For example:

قامت قياماً – I got up (emphasis added).

ضربت اللص ضرباً – I hit the thief (obviously).

The verb is dropped in the pronunciation, and the masdar mutlak function of the maf'ul can replace it. For example

The verb is dropped in the pronunciation, and the masdar mutak function of the maf'ul can replace it. Masalan:

سمعت وطاعة – I hear and I obey.

It is not possible to cite the infinitive and the plural in place of the omitted verb.

A masdar is a masdar who expresses the type and number of an action more than his verb. For example:

سرت سير العقلاء – I walked like a wise man.

ضربت اللص ضربتين [1: 411].

In the second chapter, the masdar mutlak function of maf'ul, is divided into stable and unstable masdar. Accordingly, a masdar that can be used as a part of speech is called an unstable masdar. A masdar that comes only in the absolute function of a maf'ul is called a stable masdar. Such masdars do not come in any other position in the speech. For example, masdars such as سبحان، حذاريك appear only in the absolute function of the affirmative [1: 412].

In the third chapter, the words that come in place of the masdar are explained and divided into twelve parts. These are:

- 1) A horse formed in the name of an action. For example, كلمتك كلاماً، سلمت سلاماً
- 2) he quality that defines the maf'ul mutlak can come from it. For example, سرت أحسن السير
- 3) The perfect maf'ul mutlak can come in handy. For example, اجتهدت اجتهداً لم يجتهده غيري
- 4) May be synonymous. For example, شئت الكسلان بغضاً
- 5) The name of the action, which has the same basis in the construction, may replace it. For example, والله أنبتكم من الارض نباتاً (نوح: 17)
- 6) A word indicating the type of action may replace it. For example, رجع القهقري
- 7) A number that determines how many times an action has been performed can be an absolute place. For example, أنذرتك ثلاثاً
- 8) A weapon that is a means to an end can be used as an absolute weapon. For example, ضربت اللص سوطاً
- 9) ما أكرمت خالداً؟، أي عيش questionnaire downloads can be an absolute must. For example، تعيش؟

- 10) ما تجلس conditional loads may be in place of the preferred absolute. For example, ما تجلس أجلس، مهما تقف أقف، أي سيرا تسر أسر
- 11) فلا تملوا perfectionist أي the words may replace the maf'ul mutlak. For example, كل الميل (النساء: 129)، سعيت بعض السعي، اجتهدت أي اجتهد
- 12) In the absolute function of the maf'ul, the adjective denoting the masdar may come in the maf'ul mutlak. For example, قلت ذلك القول.

CONCLUSION

From the above information, it can be concluded that the maf'ul in its absolute function is usually represented by masdars. However, when it comes to the deputies of the maf'ul mutlak, it is not masdar, but a noun formed in the name of action, a pronoun, كل وبعض أي words denoting perfection, ما و أي conditional prepositions, ما و أي interrogative loads, a word indicating the type of action, and the affirmative absolute returning diamond may appear.

In the past tense, the word can be read in the preposition because it is a complement to the preposition, and it can be read in the preposition because it comes at the beginning of the sentence.

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DEVELOPMENT AND FORMATION OF ENGLISH PHILOSOPHICAL TERMINOLOGICAL CATEGORIES IN THE SECTION OF HISTORY

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ABSTRACT

This article is aimed at determining the formation of conceptual philosophical groups and terms in the context of different periods of the historical development of civilizations. This study also carried out an etymological analysis of various philosophical concepts and terms arising from them, indicating specific numbers and linguistic calculations.

KEYWORDS: *Category, Concepts, Term, Vocabulary, Conceptual Groups, Etymology, History, Development.*

INTRODUCTION

It is known that the language does not consist of separate words, but is a complex system in which words are connected by grammatical and lexical-semantic relations, without which coherent speech, communication between people, cognition and transformation of objective reality are unthinkable, which, in its turn, an indispensable condition for the existence of human society.

Jost Trier's theory of "semantic field" took its place among the views that were expressed in the 30-50s of the 20th century on the nature of lexico-semantic relations, according to which the sensation of another word or other words emerges in the mind of the speaker and listener when using any word, semantically "neighboring" with the given word. This neighborhood of words is caused by the similarity or opposition of both their meanings and the concepts behind them. According to the principle of similarity or opposition, all concepts contained in the language are divided into more or less closed groups, circles or "blocks". The range of concepts and the mechanism of correlations and changes present in it was caused by a "semantic field", which has its own "sign or lexical field".

Main part

In view of the foregoing, we turn to the characterization of thematic conceptual groups (TG).

1. Real and potential being. TG, denoting a universal, defining category of human cognition, indicating the degree of world perception of people of a certain social system, includes 26 words. The formation of this group begins in the Old English period with the fixation of two most important lexical units: body - ... - body; world - 832 - world. The period of the most intensive replenishment is observed in the 12th-15th centuries, when the basic circle of concepts of this TG (16 l.u.) is generally formed: matter -1125- substance; being -1325- being, being; existence -

1384 - existence; abyss -1398 - abyss (chaos); galaxy - 1398 - world, universe; subsistence - 1432- existence; chaos - 1140 - chaos; accident - ... - accident; substance -... - substance; real - 1448- real; immovable -1449 - immovable; meaning -14..- meaning; mechanic -14..- mechanical. In the 16th century fact -1539- fact; motionless -1569 - immobility; accident - 1509 - accident; potency -1539 potency [1, 16]. XVII century (4 words): substratum -1631 - substratum; still - 1626 - immobility; mechanics -1649 - mechanical; indivisible -1641- indivisible [2, 44].

This conceptual sphere was mainly replenished with words of Latin and Greek etymology. The role of the French language as an intermediary is significant (9 words out of 26); original layer - (3 words).

From this point of view, TG is characterized by a certain semantic connection of words and is divided into 3 LSG according to the commonality of concepts:

a) expressing the infinity of the universe - galaxy, world; b) idea of its structure - chaos, abyss; c) forms of its existence - existence, subsistence, being, matter, indivisible [3, 125].

2. Space and time. TG, the units of which serve as the most important terms of philosophical science, reflect the fundamental forms of human experience, have 37 words [5]. The first fixation dates back to the 9th century. (2 words): end - 825 - end; time -893- time; XIII century (1 word): point -1225-moment, instant;

From the point of view of origin, this vocabulary is grouped as follows: 1) from Latin (30 le), of which 14 (inaction, extension, interval, inception, moment, antecedence, antecedency, concomitance, discontinuity, perennity, precedence, suspension, vacuity, vacuum) are direct borrowings, and the remaining 16 words penetrated through the intermediary language French. 3 lexical units of Greek origin (air, period, ether): the first two words penetrated through Latin and French, and the last through Latin directly; the contribution of the French language is duration; one word of Anglo-French origin - discontinuance; original layer - 2 l.u. (end, time).

It was in the 15th century that the lexical circle, covering in its semantics the fundamental concepts of TG, most fully represents the essence of the categories of space and time [7, 417], which is associated with the later emergence of an abstract understanding of the time of these categories, since they appear on the basis of specific ideas.

According to the commonality of concepts transmitted by words, it seems possible to make their more detailed logical division into LSGs, conveying: 1) the most general concepts of this sphere (time, eternity, perpetuity); 2) certain limited periods of time (instance, moment, period, point) associated with: a) precedence (antecedency, priority); b) beginning (inception, proration); c) continuation (conformation, duration).

The etymology of the group of words moment, instance, period, concomitance indicates the presence of a regular connection between movement and time and those that arose on the basis of comparison with movement ("precedence", "beginning", "continuation"), reveals the association of time with translational movement. It is interesting to note in this regard: if in the initial period of the formation of the concepts of this TG, the transition from spatial to temporal values was natural (similar to the development of the concept of space and time), then at the present stage, the opposite is observed, i.e. the transformation of temporal concepts into spatial ones, into measuring units of extension [4, 27].

3. Freedom and necessity. The most important from the point of view of philosophical categories, the words of this TG, the study of which is given considerable attention in the history of culture and philosophy, has 13 lexical units. This group of words is associated with the disclosure of the essence and meaning of the philosophical categories "freedom and necessity", which plays an important role in shaping the worldview of the nation, starting from the Old English period: IX century: freedom - ... - freedom; lot - - fate, fate; need-825 - need, necessity; will - - will. All words are original. XII century: liberty -1116 - freedom; XIII century: duty -1274 - duty, duty; XIV century: passion -1300 - intention, passion; desire -1303 - desire; subject -1300 subject; XVB.: intension -1400-intention [9].

From the point of view of etymology, 9 words are of Romance origin; the contribution of the Latin language - 7 words, of which 3 are direct borrowings (fate; object, passion), 4 words penetrated through the intermediary language French (intention; liberty; necessity; subject; desire - direct French borrowing, and duty - duty - of Anglo-French origin [6, 628].

Within the TG, the LSG of words is distinguished, expressing: a) the basic concepts of philosophical categories: liberty, freedom, duty, necessity; b) psychological, emotional attitude of a person to what is happening: intention, passion, desire; c) fate, fate: fate, lot; d) object-subject: object, subject.

Since the 16th century, there has been a tendency to expand the semantic production of lexical units that have already firmly entered the lexical-semantic system of the English language in previous centuries, for example, lot, fate, destiny, chance, divinity make up LSG, where the latter becomes a kind of personification, philosophical abstraction of the concepts expressed by these words [8, 95].

4. Essence and phenomenon. This TG, the lexical composition of which reflects by its semantic volume the universal necessary aspects of all objects and processes in the world and in the relationships of which the dialectic of unity and diversity is found, has 17 lexical units, 3 of which were registered back in the Old English period: kernel -... - essence, essence; marrow - 700- essence, essence; pith -868- essence, essence; XIII century: sign -1225- sign; XIV century (4 words): substance -1300- essence, essence; condition -1315 - condition; XV century (5 words): emblem -1430 symbol; quintessence -1430 - quintessence; manifestation -1432 manifestation; symbol -1450 - sign; propriety -1456- essence; XVI century (4 words): ens -15..- essence; entity -15..- entity; quiddity -15..- essence, essence; esse -15..- essence.

Chronologically XIV-XV centuries. - these are the most active periods of penetration of foreign vocabulary of this TG into the composition of the English language (11 out of 17 words) [10]. Most of the TG words are borrowed from classical Latin, 6 of them are direct borrowings, the rest penetrated through the French intermediary language: condition, distinction, division, essence, substance, propriety, quintessence.

LSG attracts attention, expressing the basic concept of "essence", which is important for any philosophical system: ens, esse, essence, kernel, marrow, pith, substance, quiddity. A separate LSG is made up of words associated with symbolism and the consideration of the epistemological functions of which occupies an important place in philosophy: emblem, sign, symbol, attribute. LSG is also distinguished, characterizing the necessary moment of any unity, the peculiarity of anything, phenomenon, process (distinction), division (division), manifestation (manifestation) and state (condition).

The most active period of replenishment of the TG - XIV-XV centuries (10 out of 14 words), mostly vocabulary of Romance origin (9 Latinisms, of which 3 are direct, and 6 - penetrated through French); one word (pertinence) is a direct French borrowing, and one word - hap - is Scandinavian. Here we can single out LSG associated with: a) the belief of philosophers in the predestination of human existence and - one way or another - associated with carriers of fate, luck, fatality: casualty, destiny, fatality, occasion; b) the concept of "accident": accident, hap, casualty, occasion.

6. Method. The TG of words, in its semantics associated with the concepts of ways of knowing and explaining the phenomena of life on the basis of the unity of matter and consciousness, has 58 words of various etymologies. This TG is divided into two LSG - "research method" and "cognition method". LSG "research method" - 28 lexical units, its formation has been recorded since the 13th century: insight -1200- intuition; balance -1275 - balance (reasons, opinions); XIV century (11 words): foresight -1300 - foresight; proposition -1340 - proposition; solution -1375 - solution; presentation -1380 - presentation; principle -1380 - principle; conclusion -1382 - output; explanation -1382-explanation; inquisition -1382 - investigation; observation -1382 observation; consummation - 1398 - logical completion to the end; argument -1382 - argument; 15th century (6 words): search -1400- research; sophistication -1400-sophistication; apposition - 1440 dispute (open); representation -1477 - assertion; argumentation -1491 - justification; intuition -1497 - intuition; XVI century (8 words): anticipation -1548- anticipation; elucidation - 1570 - clarification; exporation -1543 - research; prediction -1561 - foresight, prediction; presension -15..- representation; expectation -1538 - expectation; expectancy -1598 - waiting.

The largest number of receipts from Latin (24 words), including direct borrowings - 12 (the second half of the 14th century - the first half of the 15th century and the 16th century); 12 words penetrated French as an intermediary language: balance, argument, conclusion, consummation, argumentation, inquisition, presentation, principle, representation, solution, proposition; 1 word (search) - directly penetrated from the French language.

CONCLUSION

Particularly intensive development of sciences in the XV-XVII centuries. made it possible to accumulate new observations and provided a means for experimentation (in the field of physics - J. Gilbert, mathematics - T. Harriet, D. Naper; medicine - W. Garvey, etc.), which was reflected in the vocabulary of this era. The discoveries of the authors of the era "contributed not only to deepening the knowledge of the natural world and natural laws, but also to the methodological preparation of that radical revolution in the history of natural science, which was the mathematical and experimental natural science of modern times. At the same time, it is difficult to overestimate the importance of scientific discoveries in all fields of knowledge ... for the development of the philosophical thought of its time".

The studied corpus of words shows the strength and versatile nature of the influence of borrowings, covering the main areas of philosophical science of that time, on the vocabulary of the English language. The conducted analysis and thematic classification testify to the traditional susceptibility of the English national literary language as a means of replenishment and one of the main sources for the formation of abstract vocabulary. These borrowings also reflect the breadth of the amplitude of the influence of classical languages on the formation of the terminology of English philosophy and, more broadly, the humanities.

The multitude of Latinisms in the field of ethics directly characterizes the specific features of the new humanistic worldview of the intelligentsia, whose increased social formalization emerged in the 16th century.

The formation of English philosophical terminology reflects the high degree of development of the humanities in England during the formation and formation of the nation. The periods of intensive growth of English philosophical terminology (1540-60; from 1580) were closely and inextricably linked with the formation of written English literary language.

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**MODERN STATE DEGREE OF STUDYING LINGUA-DIDACTIC
FOUNDATIONS OF TEACHING RUSSIAN PROVERBS AND SAYINGS
IN THE PRACTICAL RUSSIAN LANGUAGE**

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ABSTRACT

This article discusses the current state of the study of the lingua didactic basis for preparing Russian proverbs and sayings in practical Russian. In the system of school education, it was the Russian language that played the primary role, since thanks to the development of the language by students, we carry out the study of other subjects, and the cognitive abilities of students develop.

KEYWORDS: *Knowledge, Lingua-Didactic Russian As A Foreign Language, Communication, Practical Russian Language, Interactive Teaching Methods.*

INTRODUCTION

At present, when there is a process of revival in the spiritual life of national and cultural values and in connection with this there are changes in the language orientation, education is faced with the need to determine new approaches to the study of the Russian language, the need to increase the effectiveness of its teaching. In the system of school education, it was the Russian language that played the primary role, since thanks to the development of the language by students, we carry out the study of other subjects, and the cognitive abilities of students develop. Mastering the methodology of teaching Russian as a non-native language becomes an important condition and an integral part of preparing students of Russian pedagogical universities for their future professional activities. The urgency of this problem is explained primarily by the fact that Russia has become an open country, the influx of migrants into it, mainly labor, has increased. Such a situation obviously belongs to long-term phenomena.

World experience (primarily European) clearly shows that the linguistic (more broadly, civilizational and cultural) barrier that inevitably arises between the population of the host country and immigrants can cause deep contradictions. Under these conditions, education, in particular the development of the Russian language as a new one, turns out to be a means capable of "transforming" our new compatriots into an organic part of the multinational Russian society. At the same time, teaching Russian as a new language (in conditions of situational bilingualism) can fulfill another key task: to form a tolerant consciousness of new citizens of Russia. The most important practical task is the creation of a system of Russian language courses and Russian regional studies for immigrants, the integration of their children in preschool and school

educational institutions, the relevance of the issue of intercultural dialogue is increasing, and there is a need for special methodological support for schools working with migrant families, in creating programs for studying the Russian language, in targeted training of teachers, etc. The methodology of teaching Russian as a non-native language in the new geopolitical conditions is only being formed, based on the developments in the theory of teaching (and educating) Russian as a foreign language, the Russian language in the national school. Experience should show in the near future the continuity and complementarity of these theories and methods. It is clear that the basic principle of teaching Russian as a non-native language remains: taking into account the peculiarities of the native language and native culture in the educational process is necessary in the same way as maintaining the basic mental historical connections of the individual with the origins of his nation through the national (native) language and culture. This manual aims to form future teachers' knowledge, and ideas about the methodological theory of teaching Russian as a non-native language from the standpoint of its basic disciplines: pedagogy, psychology, linguistics, sociology, cultural studies, as well as linguodidactics.

In the study of the Russian language, the mastery of phraseological and paremiological wealth plays an important role. Without mastering phraseological units, proverbs and sayings, it is impossible to correctly understand native speech both orally and in writing. The significance of phraseology and paremiology for the practical mastery of the language is due to the fact that many stable turns containing an emotionally expressive assessment of facts, and processes, used in speech, serve as communicative units, while others, being nominative units, are sometimes indispensable in designating the phenomena of reality.

The use of stable turns makes speech richer, more expressive and even "foreign" (E.A. Bystrova, N.M. Shansky). Stable language units, being the result of a long development, fix and transmit social experience from one generation to another; they are important not only as a means of communication but also as sources of various socially significant information. The richer the history of the people, the brighter and more meaningful the sustainability turns. The past, if it goes back to the present, remains relevant for our days; therefore, already in the primary grades, it is necessary to refer to the national-cultural semantics of the language, not only from a synchronic but also from a diachronic point of view.

Acquaintance with phraseological units, proverbs and sayings, and even more so, their conscious assimilation and understanding of the specifics of their use, can significantly expand the horizons of children. An independent creative approach to the evaluation of linguistic means is also necessary because students get acquainted with many stable expressions spontaneously, even before school, perceiving them by ear and in most cases, vaguely guessing their meaning from the context. The students themselves often used many stable phrases with bright emotional coloring in independent speech. The presence of a significant number of stable turns in modern textbooks and their relevance in the speech development of students confirms the need for special work on phraseology and paremiology in the primary grades.

Theoretical problems of phraseology and paremiology received quite detailed coverage in the works of such scientists as V.V. Vinogradov, N.M. Shansky, V.P. Zhukov, B.JI. Arkhangelsky, A.I. Molotkov, A.M. Babkin, R.N. Popov, V.N. Telia, L.B. Savenkova, N.F. Alefirenko, A.M. Chepasova, V.I. Mokienko, Yu.I. Gvozdev and others. The attention of scientists is directed to such problems of phraseology and paremiology as the semantic structure of phraseological units of various groups, the place of phraseological units, proverbs and sayings in the language and

their functioning in speech, the differentiation of stable turns, systemic properties and relationships within phraseological units and their interaction with others. units of language, problems of creative use of fixed phrases in the works of art by Russian classics, modern writers and poets, expressive-evaluative and modal functions of phraseological units in language and speech, etc.

Famous linguists and methodologists F.I. Buslaev, I.I. Sreznevsky, JI.H. Tolstoy, V.I. Chernyshev, D.I. Tikhomirov, K.B. Barkhin, M.A. Rybnikova, N.P. Kanonykin, JI.A. Gorbushina, M.R. Lvov and others.

In elementary school, a lot of attention is paid to the issue of enriching the speech of students with the vocabulary of the Russian language (A.N. Gvozdev, S.A. Bystrova, T.A. Ladyzhenskaya, T.G. Ramzaeva, etc.), and the issues of enriching speech with stable turns and their activation in speech did not find a sufficient place in the educational process, a significant number of stable turns available in textbooks remain unlearned, and an explanation of their meaning without further consolidation and activation is insufficient. In addition, episodic work with stable turns is dangerous because children do not develop the ability to perceive the originality of the language of works of art through the use of these linguistic units.

There is no definite system for the assimilation and activation of stable turns in the speech of younger students. There are almost no special developments in the methodological literature for elementary grades devoted to working on phraseology and paremiology. It is the lack of development of the problem of studying and activating sustainable turnovers in terms of improving the culture of speech and language development of students and the urgent need for a practical solution that determines the scientific and practical relevance of the topic of this study. The objective of the study is the process of speech development of primary school students based on the activation of stable turns of the Russian language. The subject of the research is the pedagogical conditions for the activation of stable turns in the speech of younger schoolchildren.

The purpose of the study is a theoretical substantiation and experimental verification of the system of pedagogical conditions for the inclusion of stable turns in the speech of younger schoolchildren and their further activation. The purpose of the study determined a working hypothesis: the level of speech culture of students will become higher if the learning process and the activation of sustainable turnovers are organized based on the use in the pedagogical practice of a specially developed methodological model that provides for the following conditions:

- Systematic introduction of children to the understanding, assimilation and use of stable turns;
- A gradual increase in the number of assimilated sustainable turnovers in each subsequent year of primary education, considering their relevance
- The complex use of activation techniques based on the assimilation by students of the unity of the connections of these units.

Under the purpose and hypothesis of the study, several scientific and methodological specific tasks are defined:

- To determine the essence of the concepts of "phraseologist", "proverb", and "saying" as language units, and their correlation;

- To establish possession of stable turnovers by primary school students, to identify the causes of the difficulties that arise in working with this language material;
- To develop principles for the selection of stable phrases in order to determine the vocabulary of phraseological units, proverbs and sayings for introduction into the active vocabulary of students;
- to develop and test an experimental model of teaching and activating stable turns in the speech of younger students.

The degree of study of the topic of the course work: an example to make it easier for the student to write this section, we will give an example of the degree of development of the problem in the course paper on pedagogy, dedicated to the dual form of education. German scientists H. Greiner, W. Gruner, G. Kershensteiner are considered "pioneers" in this direction in pedagogical science. It was in Germany that the dual education system was most developed, and these researchers formulated its methodological foundations. Subsequently, U. Beck, H. Benner, V. Klarin, E. Tereshchenkov, and Ya. Kanakin dealt with the issues of introducing a dual form of education. In their works, the pedagogical conditions necessary for the implementation of a dual approach to learning are formulated, and the key advantages that it allows to achieve are highlighted: an effective synthesis of theoretical and practical training, obtaining the necessary professional experience, and developing students' personal competencies. The analysis of scientific literature and regulatory documents in the modern scientific and educational space indicates an increase in the attention of scientists to the issue of the dual form of modern education. Modern domestic scientists are exploring various aspects of this educational approach. So, O. Bogomazova writes about the readiness of graduates of higher educational institutions for professional work in the workplace; I. Boychevskaya speaks about the significant role of the dual education system in the professional training of young people; V. Vyunov considers the dual form of vocational education one of the conditions for effectively solving the problems of modernizing education; K. Pigareva explores the dual system as one of the effective models of cooperation between education and production, L. Krymchak deals with issues of social partnership between education and production. The degree of study of the topic of a term paper or diploma work determines what place the issue studied in the work occupies in the system of scientific knowledge, and what is the need for research and study of the goals and objectives.

The degree of scientific knowledge of the topic is undoubtedly one of the most important elements of the introduction. The introduction should reflect the scientific outlook of the student as best as possible. The degree of scientific knowledge of the problem - a shortlist of gaps in the field that is being investigated, for example, the analysis of the work of the enterprise. In the work, it is necessary to list the authors who studied the above problems earlier, indirectly and directly related to the subject of the study. Moreover, the footnote is placed after listing all the initials and surnames of the authors that formed the basis of the study under consideration with links to their works that help in revealing the topic. In alphabetical order, researchers are listed who have dealt with a similar problem in the past. If the enumeration turns out to be rather long, then the list must be shortened by putting "and others."

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AGRICULTURAL EFFICIENCY AT FARM LEVEL: A STUDY IN BARAK VALLEY REGION OF ASSAM

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ABSTRACT

Agricultural progress is normally regarded as a pre-requisite of economic development. Agriculture – world – wide is a crucial determinant of the Livelihoods of farmers and rural communities. Agricultural growth – throughout history has been the pro-genitor of broad-based economic growth and development. It is well recognized that increase in agricultural production must proceed essentially through increased production of farm level efficiency. There is subsequent requirement to strengthen the resources wherewith the farmers can raise their production efficiency and consequently their total productivity. Given this backdrop, the present paper makes a holistic effort to analysis the performance of the farmers in Barak valley region of Assam, which very often been overlooked by the policy makers. Depending on the three districts of the valley, a sample of 500 primary level data was collected through a structured questionnaire. The collected data were analyzed through various statistical techniques such as mean, standard deviation, t-test, ANOVA and Correlation. Findings of the study revealed that there exists ways to improve Farmers level of efficiency with the existing level of inputs and the modern technology.

KEYWORDS: *Communities, Determinant, Consequently*

INTRODUCTION

Agriculture throughout the world is still single most important human activity. Despite all the advances of high technology, it is still the only reliable source of livelihood to the farmers and the rural communities. Agriculture is considered as the backbone of the Indian Economy as a large section of the population still depends upon it. Agricultural growth shall thus in the future also be a precondition for the alleviation and abolition of rural poverty and hunger in those countries that have not yet fully achieved their far-reaching growth. This is particularly so in India, where the records of rural poor including the land-less and those farming sub-marginal holdings-bare so large. Moreover, the tininess of many of the Indian farmers and the low income elasticity, together state that future agricultural growth shall need to broaden the horizons (Economy at a glance, 2011).

New analysis of India's agricultural growth gives grounds for concern – perhaps alarm. Agricultural productivity has yet again stagnated after the Green Revolution. Agricultural yields are currently languishing around the globe. But even here, what causes apprehension is that India's agricultural productivity is still lower than that of various other countries. India has 170

million hectares under food grain cultivation, producing 220 million tons of food grains in a year. Whereas China has only 60% of this arable land area, but it is able to produce twice the extent of food grains that India produces. This slackening in yield growth rate may result from numerous causes: from a dwindling of inputs as farmers answer to falling prices or from non-increase in inputs where farmers have by now optimized their inputs allocations.

Thus we necessitate boosting agricultural productivity on the size and scale as we have achieved in industry and services. Such a significant development of agricultural productivity is possible only through the introduction of large scale irrigation, increased use of fertilizers and pesticides, multiple cropping, and widespread improvements in agricultural practices.

Necessity of the Study:

Agriculture played an important role in the socio-economic development of the state of Assam as this sector is the major contributor to the economy of the state as well as providing livelihood to a significant proportion of the population in general and Barak Valley Region of Assam in particular. About 99% area of total land mass of the state is rural and almost 50% of the total land area is utilized for cultivation. On the other hand this sector continues to support more than 75% population of the state directly or indirectly providing employment of more than 53% of the labor force. However the economy of the valley continues to be principally agrarian in nature. About 70% of the people in the valley are depending on farming for their livelihood. Paddy is the major crop being cultivated in the valley. While due to poor agricultural productivity the income of the farmers of the valley is also very low. Owing to frequent flood and sometimes scarcity of water during pre and post monsoon period also affect the agricultural production. In addition, due to poor irrigation facilities, a high rate of productivity is difficult to expect in the valley. The new agricultural strategy, popularly known as the green revolution fails to make its charisma fully in the valley. Hence the question of efficiency in resource allocation in agriculture is significant and is widely apprehended that efficiency is at the heart of agricultural production. This is because the scope of agricultural production can be prolonged and sustained by farmers through efficient use of resources (Udoh 2000).

DATA DESCRIPTION:

The present study is based mainly on primary data. The required information meant for the study was collected from the primary source. The primary data on various aspects relating to the inputs of production of the sample farms were collected through the personal interview method using suitable designed pre-tested schedule/questionnaire for the year 2012-13. These sample households were selected from the six ADO circles located in the three districts of Barak Valley region of Assam. Three districts were purposively selected since it had varying socio-economic and geographical features. Multistage sampling procedure was applied here for selection of samples. At the first stage households were selected with purposive sampling technique where goal was to choose households who are engaged with paddy cultivation and also having their own agricultural land holdings (even taken for lease). A total of 500 sample households were selected for collecting the required information for the study.

This data set supplies information on various inputs like labor, bullock labor, fertilizer, pesticides, irrigation, machine and output of all the crops cultivated both in value and quantitative expressions. For our efficiency estimates we have taken several inputs namely land size, labor (human labor), fertilizer, pesticides, irrigation, tractor, bullock etc. which seemingly

explain production of paddy very well. All these variables are measured in per bigha and only in case of labor; it is considered in per hectare. The time period is one year and the information is also provided for other items of farm expenditure as well for the same duration.

METHODOLOGICAL FRAMEWORK:

Concept of Efficiency: In judging the performance of a production unit, one commonly examines whether or not the farm is efficient and/or productive. However, the terms efficiency and productivity are not synonymous. Efficiency is simply defined as the relationship between a set of inputs and output (Eureval-C3E 2006). As such in agricultural yield, which is output per land area under cultivation, is widely used as a measure of how efficiently land is used in production. It thus refers to the degree of success with which a distinct device is used to achieve a definite purpose.

Efficiency is an important concept in agricultural economics when resources are constrained and opportunities of adopting better technologies are competitive (Gaddi *et al.*, 2002). Efficiency studies assist in understanding the current performance and opportunities to enhance the production performance of the crops under consideration. Efficiency studies have showed that it is possible to raise the productivity of the crop even without actually raising the input application (Umesh and Bisalaiah, 1991). The corrective steps undertaken to alleviate the reasons for the low efficiency of the farmers will help in long-term to achieve higher productivity. Rane & Deorukhkar, (2007) stated efficiency as to get the maximum possible output from the given resources, however a farm generally means an area of land under single ownership and is devoted to agriculture and thus 'farm level efficiency' means the efficient utilization of production resources (land, labor, capital and many other inputs) to get sustainable output.

By the term productivity we mean the varying relationship between the agricultural output and the major inputs such as land, labor etc. This most commonly used term for representing agricultural productivity is the average yield per hectare of land. Dhar (2010), Kumbhakar & Lovell (2000) defined productivity as the ratio of the output that it produces to the inputs that it uses. A change in output can be caused not only by an alteration in efficiency but also by a change in the production technology and the atmosphere in which the production unit operates (Lovell 1993).

According to Fried *et al.* (2008), productivity of a farmer is defined as the ratio of its output to its inputs. However measures of productivity can again be divided into partial or total measures depending on the number of inputs under consideration. Agricultural efficiency is a key contributor to agricultural productivity enhance and an efficient allocation of resources in the economy. Studies in the agricultural efficiency literature have focused on determining if farmers have been using resources more efficiently by applying top technological practices from the existing hoard of knowledge.

Efficiency is thus an important foundation of productivity growth mainly in developing agricultural economies, where resources are insufficient and opportunities for developing and adopting better technologies have recently started falling. Such economies can benefit a great deal from inefficiency studies, which show that it is still possible to raise productivity by improving efficiency. It is generally understood that farmers in developing countries fail to exploit fully the potential and/or make allocative errors through the result that yields show wide variation, usually reflecting a parallel variation in the management capacities of the farmers.

Badal and Singh (2000) considered in their studies the resources used, productivity and efficiency in Maize production in Bihar. The primary data were collected commencing from 180 farmers from 112 villages of 3 districts of Bihar. The study concluded that resource use efficiency for different inputs assorted usually across the crops and there was possibility to reallocate the resources in order to achieve optimal allocation of inputs

Kalirajan (1984), examined how the efficient exercise of new technology affected production levels in a huge number of paddy farmers (based on 81 Philippine paddy farmers) and concluded that the new technology was not completely understood by the farmers. While in another study of Kalirajan and Shand (1985), a sample of 91 paddy farmers from the Coimbatore district in the Indian state of Tamil Nadu and found that the altitude of schooling as their understanding of current technology had a significant positive role on productivity.

Bravo-Ureta and Pinheiro (1997) examined the efficiency of individual farms in the Dominican Republic. The data for their study was collected from a sample of 60 farms from the Dajabon region. The output variable was the farm yield produced and the input variables were cultivated land, labor measured in worker-days, fertilizer, pesticides, the number of years of schooling of household head and age of household head. The results signify that farmers with more years of schooling exhibited higher levels of efficiency. In their study, older farmers were less likely to have contacts with extension agents and are less willing to adopt new practice and modern inputs. Furthermore, younger farmers were likely to have some formal education, and therefore might be more successful in gathering information and understanding new practices, which in turn would improve their level of efficiency.

Ashok Rudra (1980), found in his studies various types of relationship in explaining farm's efficiency that irrigation intensity was high in small farms but from mid-sixties it is positive in bigger farms. Intensity of cropping, intensity of labor inputs is also high on small farms than on the big farms. Total inputs application can be found negatively associated with farm size but all will depend on how the input values are imputed. However his study reveals that mainly in green revolution belt, the size of the various inputs used and the size of the farms was found to be positively associated.

The study of Battese and Coelli (1995) based on an analysis of inefficiencies in production of paddy crop by the farmers. The attempt has been made to examine farm-specific efficiency for paddy farmers in an Indian state of Haryana. The study also seeks to investigate the influence of farmers' specific variables on the technical inefficiency of paddy production. Testing a model for farm level efficiency on paddy farmers from an Indian village and showed on the other hand that older farmers are more inefficient than the younger ones. Many other studies even at international levels also reported similar consequences, indicating that older farmers are unwilling to have a higher level of efficiency.

Senthil Kumar et.al (2005) explained the efficiency in paddy cultivation. Various input factors for paddy cultivation have been considered and for an analysis, 90 farmers were surveyed from head, mid and tail reach of the Lower Bhavani Basin Project (LBP), Command Area of Tamil Nadu. The study suggests that there is still some scope left ahead for further use of various input factors for enhancing the productivity.

There is considerable agreement with the view that an efficient economic development strategy depends critically on the promotion of productivity and output growth in the agricultural sector.

Empirical evidence suggests that small farms are desirable (Bravo-Ureta and Evenson 1994; Dorner 1975) in comparison to the larger ones. Consequently many researchers and policy makers have focused their interest on the impact that the adoption of new technologies has an important role on increasing farm level efficiency (Hayami and Ruttan 1985; Schultz 1964; Seligson 1982). However during the last decade, major technological gains curtailing from the green revolution seem to have been mainly exhausted across the developing world. This study suggests that attention to productivity gains arising from a more efficient use of existing technology is properly justified.

EMPIRICAL RESULT:

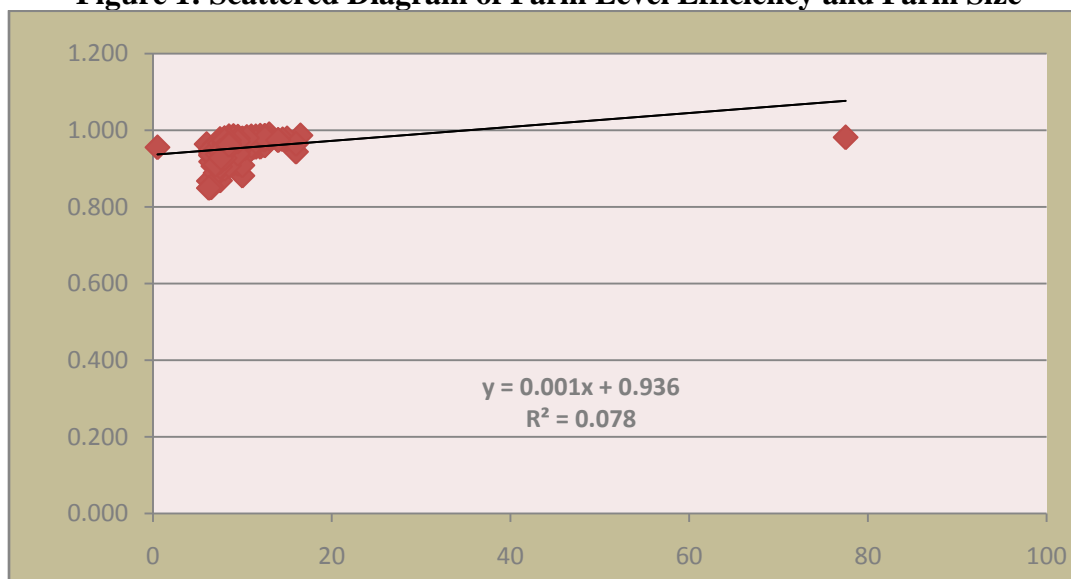
COEFFICIENT OF THE VARIABLES

Model	Unstandardized Coefficients		Standardized Coefficients	t values of B	Sig.
	B	Std. Error	Beta		Std. Error
(Constant)	43.127	3.891		11.085	.000*
Labor	.178	.026	.302	2.876	.000*
fertilizer	.008	.014	.023	.534	.594***
pesticides	.001	.000	.110	2.649	.008*
irrigation	.145	.028	.209	3.098	.000*
Tractor	.524	.131	.162	2.989	.000*
Bullock	-.687	2.234	-.012	-.308	.759***

*Note: Dependent Variable: output, *1% level of significance, ***10% level of significance.*

Source: Authors own calculation

Result was found for farm level technical efficiency by using the frontier 4.1 version and placed in the table. From the table we can see that out of the six explanatory variables, namely labour, fertilizer, pesticides, irrigation, tractor and bullock four of the variables are found to be significant at 1% level having a positive relationship with the output. It shows that with an increase in the use of labour, pesticides, irrigation and tractor there will be more possibility of increasing the production level. Similarly, in the case of fertilizer and bullock, both of them are found to be significant at 10% level, however the variable bullock is showing a negative relationship with the output, This is because with the use of bullock the fertility of the soil cannot be generated properly as it is in comparison to modern technology, it is much easier and efficient to dig the paddy field with the help of modern technology and hence the soil fertility can also be increased. While in the case of fertilizer it is showing a positive effect on output, means if we increase the use of fertilizer by 1% then the production will increase by .008%.

Figure 1: Scattered Diagram of Farm Level Efficiency and Farm Size

In the above diagram the farm size is represented in the X axis and the farm level efficiency is represented in the Y axis. From the figure it is quite clear that there is a positive correspondence between farm size and farm level efficiency. This can also be ensured by the positive slope coefficient of the trend equation. So from this we can conclude that with an increase in farm size there is a possibility to attain higher level of efficiency.

CONCLUSION AND SUGGESTIONS:

It is a well known fact that development of agriculture is directly related to efficient use of resources. However this efficiency and productivity are mostly influenced by a number of factors. The study reveals that the level of productivity of farms is positively influenced by factors like labour, fertilizer, pesticides, irrigation, tractor and many other related factors. Thus it can be concluded that farm level efficiency could be increased by increase use of inputs like labour, fertilizer, pesticides, irrigation and tractor. However as allocative efficiency has not been found out in the study, so no comments can be made on the optimum level of input quantities. This study opens up windows for further research to analyze allocative efficiency of farms along with its determining factors.

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SIMILARITIES AND DIFFERENCES OF IMAGES IN KARAKALPAK AND KAZAKH EPICS

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ABSTRACT

The article deals with the comparative study of Karakalpak and Kazakh epics. The object of research is the epic "Er Shora" of the Karakalpak nation and the epic "Shora" of the Kazakh nation. The destinies of the heroes in these epics, their survival, intelligence, respect for their parents, nation, and loyalty to their lovers are very similar, and some peculiarities of the characters are analyzed through examples.

KEYWORDS: *Karakalpak Folk Epic, Kazakh Epic, Image, Typology, Folkloristics, Heroic Song, Version, Variant.*

INTRODUCTION

Today, the study of comparative epics of the Karakalpak and Kazakh peoples is becoming one of the most important issues in the study of folklore. In particular, the study of the typology of images in epics is one of the issues that should be studied by comparing and discussing their similarities and differences.

The heroic epic of each nation is, first of all, closely connected with the historical events experienced by that nation. Heroic epics can be read from the indelible heritage of the people, which they have preserved for centuries, from the heroic epics of the people. By comparing the images of Karakalpak and Kazakh epics in the epics of heroes, it becomes clear that they are very similar to each other. For example, when we discuss the images of the hero of the Karakalpak people in the epic "Er Shora" [1] and the Kazakh people in the epic "Shora" [2], the fate of the heroes in these epics, their lives, intelligence, parents and people respect and loyal love for their loved ones are very similar. By studying these epics, we can see what the life of our ancestors was like.

In 2000, the Karakalpak folk epic "Er Shora" was specially studied by Zh. Nizamatdinov [3]. In 1998, the epic of the Kazakh people "Shora Batyr" was specially studied by A.A. Mamytovs [4] and B.S. Korganbekovs [5]. However, due to the lack of a special study of the Karakalpak epic "Er Shora" and the Kazakh folk epic "Shora", the main problem in folklore today is the typological comparison of similarities and differences between the two epics.

Whether it is a historical fact or a dream of the people, the heroic deeds of the people's heroes, who lived at any time, form the main content of the national epic, define its main idea, the hero is not depicted alone in the epic [6.8]. The main difference between the epics of the heroes is that

they are always the same as the hero, and there are heroes who are constantly portrayed around him.

"Er Shora" and "Shora" - came to us in the form of epics of the Karakalpak and Kazakh peoples in the work of the Turkic-speaking peoples. In comparing the images in the two epics, we agreed to analyze the images of the Karakalpak epic "Er Shora" by Uteniyaz Zhyrau Iimbetov and the Kazakh version of the epic "Shora" in the "Song of Heroes". In both of these epics, the heroes have a rich child. In the Karakalpak version, Er Shora's father, Narikti, is described as a rich man, and his mother is Akdaulet, and his sister is named Gumisai. In the Kazakh version, Shora batyr's father Narik is described as the khan of the Nogai people. His mother is Menli, his friend is Kulyshak. We know that in heroic epics the name of the hero and the weapon are mentioned in the first place.

In the Karakalpak and Kazakh versions of the epic "Er Shora", the heroes first choose a name. The image of a horse is depicted in epics in the same way as the image of a hero in heroic epics. Both folk versions of the epic "Er Shora" depict the heroism, strength and zeal of the hero. In the Karakalpak version, Er Shora's name is Shubar, and in the Kazakh version, Shora Batyr's name is Taspaker.

The heroic songs of the two peoples reflect the good qualities of the heroes, who say that nothing will happen to me or to my people, whether it is good or bad. The Karakalpak and Kazakh versions of the heroes' companions are also considered to be the most popular images in the epics. After Alibi's assassination, Er Shora asks his father, Shora, to leave the country without being hated by the people.

On the way, Shora sees a crying baby boy. When the boy sees Shora, he leaves the sheep and comes to greet him. After greeting Shora, the two of them cheered each other in the middle of the desert, their words matched each other, and Aidar and Er Shora became friends. Although Shora is older than the hero Aidar, he takes Aidar closer to him.

In the Kazakh version, Kulyshak is a friend of Shora Batyr. Kulyshak is older than Er Shora, and in both epics the names of the heroes are called by two different names. But his loyalty to his friend, kindness and compassion are the same. Thoughts of each nation, collected over the centuries, have several churches in their minds, so it changes in each epoch and is formed in different ways. That is why the images in these epics are described in different ways.

In the versions of both peoples, the performance of the zhyraus is especially noticeable in the development of the image of the horse. In the epics of both peoples, heroes and their names are vividly depicted. Not only Er Shora's father's name has been changed in human names, but also other people's names have been changed in the name of the rider. One of the differences between the epics of these two peoples is that in this Karakalpak version, when Er Shora came to the village of Adil Khan, he saw a lot of difficulties while working there. A wrestler named Kozmambet wins a fight, climbs over the mountains and comes to the ground like a Muslim shepherd. He drags his soul and looks at it, but when he sees a cool place with water, he falls asleep. But his eyes are closed and he is awake, and the spirit of Er Shora comes and says that you are the ancestor of your mother, who was born in the womb of Akdaulet. You get up, don't lie down, I took the horse like your dead horse to Omarkhan's country. You go there and say your name.

Omarkhan welcomes Er Shora well, but the officials of that people do not like Shora. They go everywhere and slander Er Shora to everyone. They also insult Er Shora to Omarkhan's daughter Karlygash.

Omarkhan gave his daughter Karlygash to Er Shora batyr for a big wedding, sent a letter to a distant person and a horse to a close one.

In the Kazakh version, he is Adilshe khan, who is interested in the heroism of Shora batyr and his morality, and gives his only daughter Khanzhan. When the hero was about to return to his homeland, Adilshe khan said to Er Shora:

Mına turǵan Qazanda,
Atañ tuǵan qala edi,
Qazanda atań xan edi,
Aqlı kámil dana edi
Sen sonnan tuǵan bala ediń,
Alsań minaw bolmayma,
Atañnıń turǵan qalasın,
Bereyin mingen atımdı,
Basıma kiygen tájimdi,
Balamdı alǵan balaǵa,
Xanjandı alıp ketpesen
Qáytedi balam dalaǵa

In English:

You father lived in this Kazan city. Your father was khan. He was very clever. You are son of him. Why do you get the city, which your father lived. I will give you my horse, and my corona on my head. If you don't married to my daughter Khanzhan, what will do she then?

[2.84],-said Adilshe khan to Shora. It says that the city of Kazan is good for you, sit down. "I don't deserve to take this place from you," Shora said.

In the Karakalpak version, Sultan Sanjar says: Let the man return to Shora, - says his father Narik. When his father heard this, he was happy and called his brothers to come and find Er Shora. But none of his brothers want to go looking for him. Everyone denies that Narik was beaten by a god. Her daughter, Gumisai, who saw her father crying, said, "I'm looking for my brother." Narik was pleased with this and told Godar about it. Er Shora sends Mamytzhan, the son of Godar, his younger brother, in the footsteps of Gumisai. Two days later, Mamytjan followed in Gumisai's footsteps. Seeing this, Gumisai greeted Mamytzhan, the god, greeted him, and together they went in search of his brother Er Shora. Then the Qalender appear before them. He said that he had seen Shora and showed Gumisai and Mamytzhan the way. Gumisai was happy to hear this. Qalender, you are traveling for forty days. Then you will go to Omarkhan's country, my son. ' Putting them on the road, the ancestor disappears. Gumisai arrives in

Omarkhan's country safe and sound and sees that it is a big wedding. Then old man looked at Gumisai:

"Baba told me to come here, listen to me, I am a child of Sanjar Khan's country," he said. The old man says: "Whatever you do, I will go to work in the city." [1.190] They go to work and cry for their brother. He looks around to see where the khan is and where the prince is. Then Gumisai said that he had destroyed it. When Er Shora heard this, he jumped up and knew that his sister was Gumisai.

Shora Batyr is happy to find a relative. His sister Gumisai shows a sealed letter from Sultan Sanjar. Shora reads this letter and understands the purpose for which it was written. Then he came to his horse, fed him, took Gumisai and Mamytzhan with him, came to Omarkhan and asked for permission to visit his parents. Omarkhan summoned a royal servant, rode him on horseback, followed sixty-two officials, and for nine days drove Er Shora, Gumisai, and Mamytzhan out of his country.

My child will be back in six months, - said he. Then Er Shora handed over the letter of Sultan Sanjar. Omarkhan reads this letter. "Sultan Sanjar, come to Shora and take possession of your country, I will give you my property, I am tired of knowledge, now come and take possession of your people, I will go to the Kaaba", - he wrote in his letters. Sultan Sanjar, come to Shora and take possession of your country, I will give you my property, King Omarkhan returned to his country with sixty-two officials.

Shora accompanied Gumisai and Mamytzhan and returned to his homeland. On the way, Shora looks at his sister Gumisai and asks for the well-being of his parents and the country. Gumisai tells his brother that everything is fine.

Shora came and greeted his father Narik Bai and Sultan Sanjar with respect and they passed each other with respect to Shora. Sultan Sanjar khan followed in the footsteps of Er Shora, came to his daughter Sultan Sarai and said he to marry to Shora batyr. His daughter: I don't marry, he is very poor, - answered to father. Father said: «If I and your mother will be displeased to you, God also dissatisfied. [1.197]

The khan handed over the throne to Er Shora and went to the Kaaba with sixty-two officials. Shora becomes the khan on the throne. He visited his parents, saw Godar's grandfather and spent a few days in that country. Then he sat on the throne and made Mamytzhan a wrestler. Gumisai came to his country and stayed with his grandfather. King Shora achieves his goal by giving a big feast to his people.

In the Kazakh version, Shora Batyr returns from the land of Adilsh Khan and goes to his homeland. Kulynshak sent a man to his country to welcome Khanjan as a guest. He said to Shora and Hanjan, "You will be a guest for three days when you see my people." Shora said to Kulynshak: "You are older than me, you know a lot. Follow me and go to my country. Go to my father Narik and mother Menli and tell them that I am well." [2.88]

Then Kulynshak went to Narik khan and said that your son Shora would bring the daughter of Adilsh Khan named Khanzan at noon tomorrow. Narik khan said, "Announce, I will give a big wedding to the people of Nogai." Upon hearing this, the women of the Nogai people rejoiced and said, "The Nogai people will wear a bride." The wedding lasted for three days and Shora and Hanzhan had a big family. After the wedding, the friend Kulynshak goes to his homeland. Six

months later, Shora Batyr is looking for her friend Kulynshak. Two heroes say let's conquer Kalmykia. "Shora, go to Kalmykia, Kalmykia, I'm a nogai," says Shora. I am looking for the Kalmyk people, I came to capture you and join my country Nogai. Then, with two thousand troops, Shora Batyr and Kulynshak defeated the Kalmyks.

In time, Shora and Kulynshak decided to visit Kalmykia, so the two friends came to the top of a large mountain and said, "Let's rest here for a day or two." Then Shora says, "I have a ghost." Kulynshak tells Shora what kind of ghost you are, I would like to see. Shora says: a dragon came from the east and said that he would swallow you. But you did not force him or shake his hand. If you want to use force, you don't want to see me.

Kulynshak, I'm not afraid of anything that has a soul, you mean I'm afraid? he said. Shora goes behind Kulynshak. The new dragon comes and opens his mouth to swallow Kulynshak. Kulynshak pulls out the sword from his waist and tries to strike the dragon. Then the dragon disappears. Looking back, Shora was swallowed up. This dragon can't swallow Kulynshak, because it was Shora's ghost.

Kulynshak cries that he lost his friend. Why didn't God take me, I'm older than you. How can I tell Hanzhan now? - he complains.

The name of Kulynshak Shora batyr came to Nogai with Taspaker. Let the Kalmyk people die, - he said, leading Shora's horse. After walking for fifteen days on the mountain. Jylandy, Kulynshak came to homeland. He called Nogai's younger brother and told him what had happened. Tell Hanzhan, I'm in pain and can't go. Let her come and take the horse. An older man reports to Hanzhan. Hanzhan came to Kulynshak's country, tying a silk ribbon around his waist. Then he saw Taspacker and said:

Ústindegi qayda er?

Jibermey uslap qaldıma,

Er Shoranı qara jer?

Kórgen bolsań kózińmen,

Kómgen bolsań qolińmen men

Qulınshaqqa xabar bereyin

Mollasın erdiń kóreyin [2.106]

In English:

Where is my husband, he went with you?

Has the earth been swallowed up?

If you have seen with your own eyes,

If you burn him with your hands, Let me tell Kulynshak.

Let me see the mullah

-she cried. Hanzhan says it's all from God, I don't blame anyone and said to Kulynshak, come to our village in a week. Kulynshak visited village in a week. Hanzhan took Shora's sword and set it on fire. She said, "There is no hero who can hold you." He then slaughtered Taspaker and fed the

people. The Karakalpak and Kazakh versions of this epic "Er Shora" are based on two different events.

In the Karakalpak version, Er Shora achieves his goal, while in the Kazakh version, Shora is associated with the death of the hero.

In conclusion, one of the most important issues in modern folklore is the study of comparative discussion of similarities and differences in the songs of the Karakalpak and Kazakh peoples, the study of the differences in the plot and the typology of images.

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THE IMPORTANCE OF INVESTIGATION THE EXPERIENCE OF WORLD CINEMA INDUSTRY SPECIALISTS IN THE DEVELOPMENT OF UZBEK CINEMATOGRAPHY

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ABSTRACT

This article discusses the role of the world film industry in the development of Uzbek cinematography and the need to use the experience of foreign experts in the development of the industry in our country. It contains the necessary views and comments on the current role of techniques and technologies that are widely used in world practice. The article also deals with details of the main aspects of information technology in the arts and culture of the world.

KEYWORDS: *Ability, Information, Communication, The World, Means, Culture, Art, Future, Visual, Multimedia, Directing, Cameraman, Specialist, Experience*

INTRODUCTION

The struggle for different ideas and ideologies around the world is one of the greatest demands of the informational age, making effective use of the unique potential of cinema, which is the most popular art today, where competition between different forces to win the hearts and minds of people, especially young people. Indeed, the art of cinema is the force and the means which widely promotes the national spirituality to the world and future generation and most importantly it helps to raise the enhance the sense of national pride, ideology and patriotism in the minds of young people. Therefore, as well as reforms in all areas, special attention is paid to the further development of national cinema. The development of the art of cinema is the basis of the socio-spiritual development of society.

It should be mentioned that the resolution of the President of our country Shavkat Mirziyoyev “On measures of further development of the national cinematography” of August 7, 2017 is serves as an important legal document for the consistent development of the film art and film industry in the country, strengthening its material and technical base, enriching the industry with highly qualified personnel.¹ Emphasizing the urgency of focusing on this area, President Shavkat Mirziyoyev said: “If we want to glorify our great people, to glorify the name of Uzbekistan to the whole world, we must first of all do it with the help of cinema. It is through the art of cinema that we can conquer the screens of the world, in this way gaining the attention of the people of the world. To do this, we must once again use our strength and capabilities, our creative potential.

Today, we can say that 20% of the world's population has a developed film industry. In order to make Uzbekistan one of the above-mentioned countries, our country has been paying attention to its policy in recent years. For this reason, the country has a special approach to the film industry, and many measures are being taken to train specialists. In particular, taking into account the development of the art of cinema and the connection with the necessary personnel for the field, practical work is being carried out in this direction. As the head of state demands the effective use of the experience of the world film industry, a number of measures are being taken in this direction. In particular, the establishment of the Film Academy of Uzbekistan is a bright proof of our opinion. Human artistic thinking expands through scientific and creative potential. It is no exaggeration to say that one of the most important and topical issues in the development of Uzbek cinema today is the study of the experience of experts in the world film industry. The Resolution of the President of the Republic of Uzbekistan Shavkat Mirziyoyev dated September 29, 2017 "On measures to further develop the national cinematography" also provides for the importance of the art of cinema.²

In our country, the significant steps are being taken to realize the identity of our native people, to make films about our glorious history, rich past, world-famous scientists, and immortal historical events. The art of cinema differs from other types of art with its artistic visuallity, on-screen image capabilities, dramatic solution, and emotional impressions from various complex angles. The aesthetic upbringing of the film on the screen, the spiritual nourishment is not only fast and impressive, but also sealed in the human mind and heart. Creative potential and research nurture the individual. A sense of creativity is an innate instinct that awaits in our minds a system of regular activities. Art historian Artem Sopin, in his dissertation on historical cinema, said, "Interestingly, the reason for the emergence of a creative 'embryo' in a confined space is that it expands the space and determines its relationship with the outside world."

Creativity requires regularity from man. Through the effective use of the necessary technical means used by modern foreign filmmakers and the experience of foreign experts, it will contribute to the civilization of Uzbek literature and art, as well as the emergence of mature works of art in the future. Films created in the historical genre, first of all, require mature potential, historical knowledge, modern technologies and the necessary specialists from the creators.

In recent years, many state films have been shot in our country by the Uzbek Cinematography Agency using modern multimedia technologies.

Including "The tale of Oyqiz" by director Akbar Bekturdiev(screenwriter Muhammad Davlatilloh), "Islomho'dja" by Djahongir Akhmedov(Jo'rabek Rozmetov), "Patriot" by Abduvohid Ganiyev(Abdulla Azam, Yolkin, "Said and Saida" by Nozim Abbasov(Nodira Said Ahmad), Дилмурод Масайдовнинг "Kokand wind" by Dilmurod Masaidov (Zebo Kobilova), "Avloniy" by Muzaffar Erkinov (Tokhir Malik, Muqaddas Usmonova) such films in the historical genre can be called works based on foreign experience.

Art critic Vladimir Malyshev said that "the creative initiative of post-war Uzbek film studios has passed into the hands of national cadres," signaling the beginning of new trends in the world of cinema. Today, it is no secret that the experience of foreign filmmakers in filmmaking by Uzbek filmmakers, as well as the increase in their audience will increase if they create using modern information and communication tools. The role of modern foreign experience is

especially important in the process of creating a historical film. Having mastered the experience of foreign experts, the specialist is subject to modern requirements in his professional activity.

The skill of making films using modern advanced technologies can be shot only by a specialist who is familiar with foreign experience and techniques. As a result of studying the experience of specialists of the world film industry in the development of Uzbek cinematography, the reflection of the event in the historical world in the visual world, the visual solution, professional cinematography shakes the emotions. Creative thinking requires creativity. Extraordinary unusualness and modern approach, exercise and spiritual level educate a person.

The film "The Tale of the Oyqiz" by Akbar Bekturdiyev is also one of the unique films. The picture about the ancient Sarang queen Oyqiz depicts the problems of the time, the conflict between man and destiny, the life of the people. Yigitali Mamajonov and Yulduz Rajabova skillfully approached the performances. The potential of the creative team ensures the popularity of the film. In a historical film, the skill of the artist and costume designer is more exposed. Creating an epoch-making environment requires experience from the creators. The combination of foreign experience and skill brings to the world brilliant works and also enhances the experience of professionals.

Growing up, the films created by our past filmmakers give the impression of the past without being left behind by the intensity of the time.

Man enjoys more than beauty created on the basis of modern technology. The fact that the Uzbek Cinematography Agency is now cooperating with foreign experts in the production of many historical films is a bright proof of our opinion. It is no exaggeration to say that the film about our great ancestor Abdullah Avloni was also made on the basis of modern technologies and foreign experience.

In our view, the development of Uzbek cinema on social media is an attempt by our people to bring many historical figures to the screen, and even the development of broad-based battle scenes through objections to the use of modern foreign experience. This is undoubtedly a positive situation. In Uzbek cinema, in Uzbek literature, in Uzbek history, in short, a characteristic feature of intellectuals and researchers is the idealization of historical figures.

Usually, the historical figures embodied in our works of art and films are portrayed flawlessly. If someone violates this norm, he will be criticized, accused of insulting great ancestors. But this is not a one hundred percent ideal person in life. Great grandparents weren't ideal either. It was time to understand that. In this regard, there is a positive change in the films "Said and Saida", "Kokand Wind". We hope that both in "Avloni" and in the series about Jaloliddin Manguberdi, the idealization of the heroes will be abandoned. The vitality of historical films also extends its life on screen.

In the development of Uzbek cinematography in the creation of any creative work or film, the experience of specialists of the world film industry should be used as a norm. Everyone is brought up in a family; the filmmaker is brought up by foreign experience. The development of Uzbek cinema is directly connected with the growth of labor, popular recognition, artistic and aesthetic consciousness.

In conclusion, the essence of modern content of the human psyche and creative thinking is fully revealed through films that reveal spiritual continuity. In the age of advanced technologies, the

attention paid to the Uzbek film industry, the development of our country through works of art that will bring it to the world stage, will undoubtedly open the door to great goals in the future.

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4. Resolution of the President of the Republic of Uzbekistan dated April 7, 2021 No PP-6202 "On bringing the film industry and industry to a new level, further improving the system of state support of the industry."

PAROVAYA I KARBONATNAYA KONVERSIYA METANA

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ABSTRACT

In this work, the reactions of carbonate and steam-carbonate conversion of methane on the catalyst $(Ni_2O_3)_x (Co_2O_3)_y (ZrO_2)_z (B_2O_3)_k Me/Al_2O_3$ were studied. Depending on the temperature, the conversion of methane and carbon dioxide reaches 100%. with an increase in temperature from 700 to 800 °C, the N_2 : SO ratio also increases from 1.47 to 4.00. As a result of the research, the following optimal conditions for the vapor-carbonate conversion reaction of methane in the catalyst $Al_2O_3 (Ni_2O_3)_x (Co_2O_3)_y (ZrO_2)_z (B_2O_3)_k Me$ were determined: $CH_4 : CO_2 = 1:1$; $P = 0,1$ MPa; $V_0 = 1000$ hours⁻¹, $T = 750^\circ C$.

KEYWORDS: Methane, Carbon Dioxide, Water Vapor, Catalyst, Conversion, Synthesis Gas.

INTRODUCTION

The increase in energy consumption will lead to the rapid depletion of oil, which is the main source for the production of various fuels and oil products, and the need to find alternative raw materials for energy and petrochemical synthesis.

Synthesis-gas production is considered to be the most developed among the various approaches with the subsequent production of synthetic liquid fuels or oxygenates, and in some cases, is already economically viable as long as it does not depend on oil price formation [1-2]. The synthesis gas consists of a mixture of hydrogen and carbon monoxide in various proportions and can be obtained from any carbon-retaining raw material. Synthesis gas serves as a primary raw material for the production of many chemical and petrochemical products (methanol and other oxygenates, products of Fisher-Tropsch synthesis).

It is also used as an environmentally friendly source of heat and energy. Synthetic liquid fuel does not lag behind conventional (ordinary) fuel, and the fuel obtained by the GTL method is superior in its characteristics [3-4]. On an industrial scale, the largest amount of synthesis gas is used in the production of methanol (more than 50%), oxysynthesis products (15%) and acetic acid (10-15%).

Small amounts of CO are used in the manufacture of herbicides and pharmaceuticals. Depending on the raw material used and the method of production, the ratio of components in the synthesis gas varies in a wide range from 1: 1 to 1: 3. This ratio is approximate because it is possible to increase the amount of CO by increasing the temperature during the synthesis process, and by increasing the amount of H_2 by increasing the pressure.

The production of synthesis gas is one of the main tasks on the way of converting natural gas into other hydrocarbons. There are three main ways to obtain synthesis gas [5-6]: steam reforming of methane, partial oxidation of methane and carbon dioxide reforming of methane (UKM). The first two methods are implemented in industry. But UKM is still at the stage of laboratory research, although it is considered quite promising.

Recently, interest has also arisen in the carbon dioxide conversion of other light hydrocarbons (for example, ethane and propane), the implementation of which, together with UKM, allows the conversion of natural and associated gases into synthesis gas without preliminary separation of C₂-C₄ hydrocarbons from them.

Most of the work related to the carbon dioxide reforming of methane and other light hydrocarbons is aimed at either developing new catalysts (for example, intermetallic and carbide) or improving the quality of existing nickel-based catalysts, or developing new methods for performing the conversion of fluidized bed reactors or membrane reactors. The catalyst of the composition (Ni₂O₃)_x*(Co₂O₃)_y*(ZrO₂)_z*(B₂O₃)_k*Me/Al₂O₃, unlike other catalysts, is more resistant to sintering, coking, and the effects of catalytic poisons. This makes them promising for use in the processes of carbon dioxide conversion of light hydrocarbons. In high-temperature pyrolysis of methane, ethylene, acetylene and hydrogen can be formed as the main products. This version of the conversion of methane to ethylene (oxidative condensation of methane) is of great industrial interest, since ethylene is the main starting compound for the production of many petrochemical products [7-11]. The authors of [12-15] found that ethylene is formed by the interaction of methane with oxygen on various oxide catalysts at temperatures from 600 to 750 °C. The main problem of the oxidative condensation of methane is [16-19] that the active sites of the methane condensation catalyst can activate C-H bonds in C₂H₆ and C₂H₄ molecules, which can promote the formation of CO₂ [20-25]. The formation of carbon dioxide leads not only to a decrease in selectivity, but also to an increase in the released heat of this reaction, so heat removal is an important problem [26-28]. In the carbonate conversion of methane to a synthesis gas, the main reaction of the process is strongly endothermic and takes place at a temperature of 700-800 °C, at atmospheric pressure in the presence of a catalyst.

The carbonate conversion process is not used as an independent method due to the small cross-ratio of CO: H₂ in the synthesis gas and the high probability of catalyst coking. The disadvantage of the process is the formation of C₂ + hydrocarbons, which requires the purification of the synthesis gas obtained. Nevertheless, the prospects of MKK are associated with the emergence of a new catalyst and the growing interest in the processes of industrial waste CO₂ (greenhouse gas) utilization. By combining the carbonate and vapor conversion of methane, a synthesis gas of the required composition (methane vapor carbonate conversion - MBKK) can be obtained.

For example, in industry, when it is necessary to obtain a synthesis gas with a commodity ratio, it is used in the synthesis of methanol, the main product of which is synthesized gas, 5-7% SO₂ is added to the raw material for steam conversion of methane.

The following reactions occur in the process of MBKK:



All methods of methane synthesis-gas conversion have one thing in common: these are processes involving group VIII metals that occur at high temperatures (750°C and above) under conditions close to equilibrium.

The biggest problem hindering the introduction of MKK into production is the coaling of the surface of existing catalysts.

Therefore, active research on more stable and effective catalysts is underway.

Experiment Section

Processes are carried out in a flow reactor at atmospheric pressure without the presence of water vapor (carbonate conversion of methane) and in the presence of (methane vapor carbonate conversion) in a 1:1 ratio of $\text{CH}_4:\text{CO}_2$ at a volumetric feed rate of 1000 h^{-1} (V_0) and a process temperature of 300 to 755°C .

Analysis of the initial and final products of the reaction was carried out on-line using gas chromatography.

$(\text{Ni}_2\text{O}_3)_x*(\text{Co}_2\text{O}_3)_y*(\text{ZrO}_2)_z*(\text{B}_2\text{O}_3)_k*\text{Me}:\text{Al}_2\text{O}_3$ catalysts were synthesized by adding 0 and 4 mas.% Me metal. In order to determine the coke formation of the used catalysts, a thermodynamically reduced reduction was carried out in an H_2 medium with a linear rise in temperature to 750°C .

RESULTS AND THEIR DISCUSSION

In order to increase the amount of hydrogen in the synthesis gas $(\text{Ni}_2\text{O}_3)_x*(\text{Co}_2\text{O}_3)_y*(\text{ZrO}_2)_z*(\text{B}_2\text{O}_3)_k:\text{Al}_2\text{O}_3$ in the catalyst in the following volume ratio of reagents $\text{CH}_4:\text{CO}_2:\text{H}_2\text{O}=1:1:0.2$, at atmospheric pressure, Attempts were made to carry out the conversion of methane to carbon dioxide at a volumetric rate of 1000 h^{-1} and a change in temperature in the range of $450\text{--}750^\circ\text{C}$. $(\text{Ni}_2\text{O}_3)_x*(\text{Co}_2\text{O}_3)_y*(\text{ZrO}_2)_z*(\text{B}_2\text{O}_3)_k$: The Al_2O_3 catalyst exhibits very low activity in the vapor-carbonate conversion of methane. In the temperature range of $450\text{--}750^\circ\text{C}$, the conversion of methane varies from 0.5 to 5.9%, and the conversion rate of carbon dioxide from -2.5 to 4.9%. The synthesis gas is the only product and is formed at a temperature of $\geq 700^\circ\text{C}$. At $T < 700^\circ\text{C}$, the formation of CO, which is a synthesis-gas component, does not occur. Depending on the temperature, the H_2 : CO interaction ratio is 0.9–1.2 (Table 1).

TABLE 1 THE EFFECT OF TEMPERATURE ON THE ACTIVITY OF THE CATALYST CONTAINING $(\text{Ni}_2\text{O}_3)_x*(\text{Co}_2\text{O}_3)_y*(\text{ZrO}_2)_z*(\text{B}_2\text{O}_3)_k/\text{Al}_2\text{O}_3$ ($\text{CH}_4:\text{CO}_2:\text{H}_2\text{O}=1:1:0.2$; $P=1\text{ATM}$; $V_0 = 1000\text{HOUR}^{-1}$)

t, °C	Conversion rate, %		$\text{H}_2:\text{CO}$
	X(CH_4)	X(CO_2)	
700	3,3	3,9	1,2
750	5,9	4,9	1,2
750	3,2	2,5	1,9

Thus, the study of the effect of water vapor on the polymetallic $(\text{Ni}_2\text{O}_3)_x*(\text{Co}_2\text{O}_3)_y*(\text{ZrO}_2)_z*(\text{B}_2\text{O}_3)_k:\text{Al}_2\text{O}_3$ catalyst showed the negative effect of water.

The probable cause of this is the oxidation of the metal Co and Ni with water, which is determined by the method of electron microscopy, leading to the formation of inactive Co and Ni hydroxides in this reaction.

It was also found that graphite was formed on the surface of the $(\text{Ni}_2\text{O}_3)_x*(\text{Co}_2\text{O}_3)_y*(\text{ZrO}_2)_z:\text{Al}_2\text{O}_3$ catalyst used in the carbonate conversion of methane. Vapor

carbonate conversion of methane $(\text{Ni}_2\text{O}_3)_x \cdot (\text{Co}_2\text{O}_3)_y \cdot (\text{ZrO}_2)_z \cdot (\text{B}_2\text{O}_3)_k \cdot \text{Me}/\text{Al}_2\text{O}_3$ was carried out on the catalyst by adding 20 volumes of % water vapor to the initial $\text{CH}_4:\text{CO}_2=1:1$ mixture.

Figure 1 shows the temperature dependence of methane and carbon dioxide conversion.

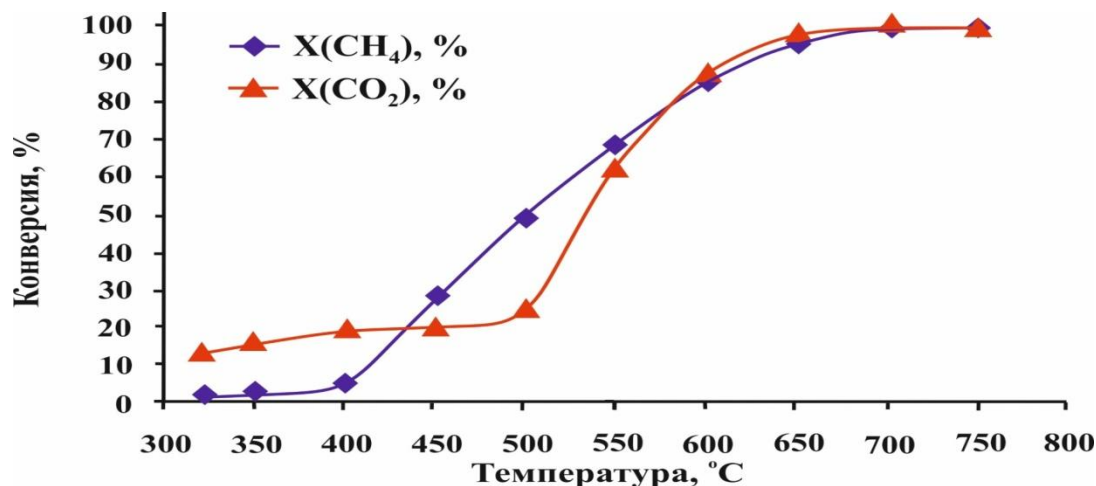


Figure 1. $\text{Ni}_2\text{O}_3)_x \cdot (\text{Co}_2\text{O}_3)_y \cdot (\text{ZrO}_2)_z \cdot (\text{B}_2\text{O}_3)_k \cdot \text{Me}/\text{Al}_2\text{O}_3$ The effect of temperature on the conversion rate of CH_4 and CO_2 in the vapor carbonate conversion of methane in the catalyst ($\text{CH}_4:\text{CO}_2=1:1$; $P=0.1\text{MPa}$; $V_0=1000\text{ hours}^{-1}$)

Methane and carbon dioxide conversion rates increase from 1.6 and 13% to 100%, respectively, with an increase in temperature from 700 to 800 °C.

Depending on the temperature, the synthesis gas formed has a mutual ratio of

$\text{H}_2:\text{CO}=1.47\text{-}4.00$ (Table 1).

Comparison of methane carbonate and vapor carbonate conversion processes in $\text{Ni}_2\text{O}_3)_x \cdot (\text{Co}_2\text{O}_3)_y \cdot (\text{ZrO}_2)_z \cdot (\text{B}_2\text{O}_3)_k \cdot \text{Me}/\text{Al}_2\text{O}_3$ catalysts shows that water vapor has a positive effect on the production of hydrogen and carbon monoxide from $\text{CH}_4\text{-CO}_2$. The full conversion temperature of the raw material in the MBKK process is 55 °C lower compared to the MKK, and the $\text{H}_2:\text{CO}$ interaction ratio is higher (1.03 and 1.47 in the KK and BKK, respectively).

TABLE 2 $\text{Ni}_2\text{O}_3)_x \cdot (\text{Co}_2\text{O}_3)_y \cdot (\text{ZrO}_2)_z \cdot (\text{B}_2\text{O}_3)_k \cdot \text{THE EFFECT OF WATER ON THE RI-FORMATION OF METHANE IN THE CATALYST ME/AL}_2\text{O}_3$ ($\text{CH}_4:\text{CO}_2=1:1$; $P=0.1\text{MPa}$; $V=1000\text{ HOURS}^{-1}$)

Processes	$V_{\text{H}_2\text{O}}$ volume, %;	t, °C	X_{CH_4} , %	X_{CO} , %	$\text{H}_2:\text{CO}$	Difference between KK and BKK process indicators (Δ)			
						$\Delta \text{H}_2:\text{CO}$	ΔX_{CH_4}	ΔX_{CO_2}	$\Delta t, ^\circ\text{C}$
MKK	0	755	100	100	1,03	+0,44	0	0	-55
МБKK	20	700	100	100	1,47				

In order to study the effect of the amount of metal Me on the process of carbonate conversion of methane, its large amount is 4% by mass. catalyst was synthesized with. Carbonate conversion of methane was carried out in the catalyst $\text{Ni}_2\text{O}_3)_x \cdot (\text{Co}_2\text{O}_3)_y \cdot (\text{ZrO}_2)_z \cdot (\text{B}_2\text{O}_3)_k \cdot \text{Me}/\text{Al}_2\text{O}_3$ in the temperature range 300-750 °C. The effect of temperature on gas conversion is illustrated in

Figure 2. The conversion of CH_4 and CO_2 increases with increasing temperature. This means that the conversion rate of methane increases from 10.5 to 100%, and that of carbon dioxide - from 7.9 to 100% - in this temperature range.

In the temperature range of 450–750 °C, the yield of both hydrogen and carbon monoxide increases from 0.025 to 0.151 $\mu\text{mol} \cdot \text{g}_{\text{kat}} \cdot \text{c}$ and from 0.030 to 0.141 $\mu\text{mol} \cdot \text{g}_{\text{kat}} \cdot \text{c}$, respectively. Vapor carbonate conversion of methane was carried out by adding 20% by volume of water vapor. Methane and carbon dioxide conversion rates range from 1.1 and 0.3 to 100%, respectively, in the temperature range of 300–710 °C (Figure 3). The increase in temperature is accompanied by an increase in the yield of synthesis gas. In the temperature range of 450–710 °C, the yields of hydrogen and carbon monoxide increase from 0.022 and 0.006 to 0.173 and 0.121 μmol , respectively: $\text{g}_{\text{kat}} \cdot \text{s}$. At 710 °C, the $\text{H}_2:\text{CO}$ ratio is 1.43 (Table 3).

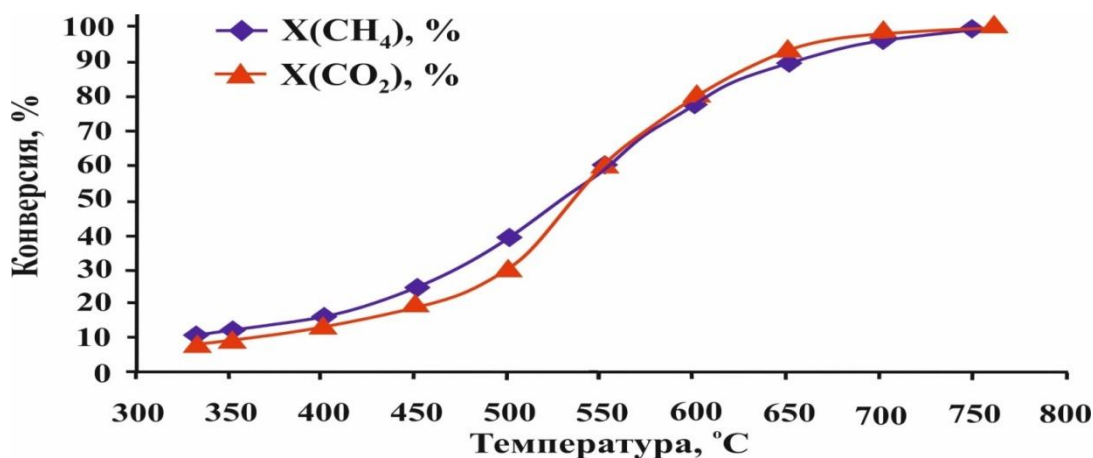


Figure 2. $(\text{Ni}_2\text{O}_3)_x * (\text{Co}_2\text{O}_3)_y * (\text{ZrO}_2)_z * (\text{B}_2\text{O}_3)_k$ The effect of temperature on the conversion rate of CH_4 and CO_2 in the carbonate conversion of methane in the catalyst $\text{Me}/\text{Al}_2\text{O}_3$ ($\text{CH}_4:\text{CO}_2 = 1:1$; $P = 0.1 \text{ MPa}$; $V_0 = 1000 \text{ hours}^{-1}$)

TABLE 3. $(\text{Ni}_2\text{O}_3)_x * (\text{CO}_2\text{O}_3)_y * (\text{ZrO}_2)_z * (\text{B}_2\text{O}_3)_k * \text{ME}/\text{AL}_2\text{O}_3$ TEMPERATURE DEPENDENCE OF THE SYNTHESIS-GAS COMPOSITION IN THE PROCESSES OF CARBONATE AND VAPOR CARBONATE CONVERSION OF METHANE IN THE CATALYST ($\text{CH}_4:\text{CO}_2 = 1:1$; $P = 0.1 \text{ MPa}$; $V_0 = 1000 \text{ HOURS}^{-1}$)

Process	t, °C	Products, $\text{mkmol} \cdot \text{g}_{\text{kat}} \cdot \text{c}$		$\text{H}_2:\text{CO}$ relative
		H_2	CO	
MKK	450	0,025	0,030	0,83
	500	0,050	0,055	0,90
	650	0,133	0,127	1,05
	700	0,145	0,136	1,07
	750	0,151	0,141	1,07
MBKK	450	0,022	0,006	3,66
	500	0,071	0,030	2,36
	650	0,160	0,110	1,45
	700	0,172	0,120	1,43
	710	0,173	0,121	1,43

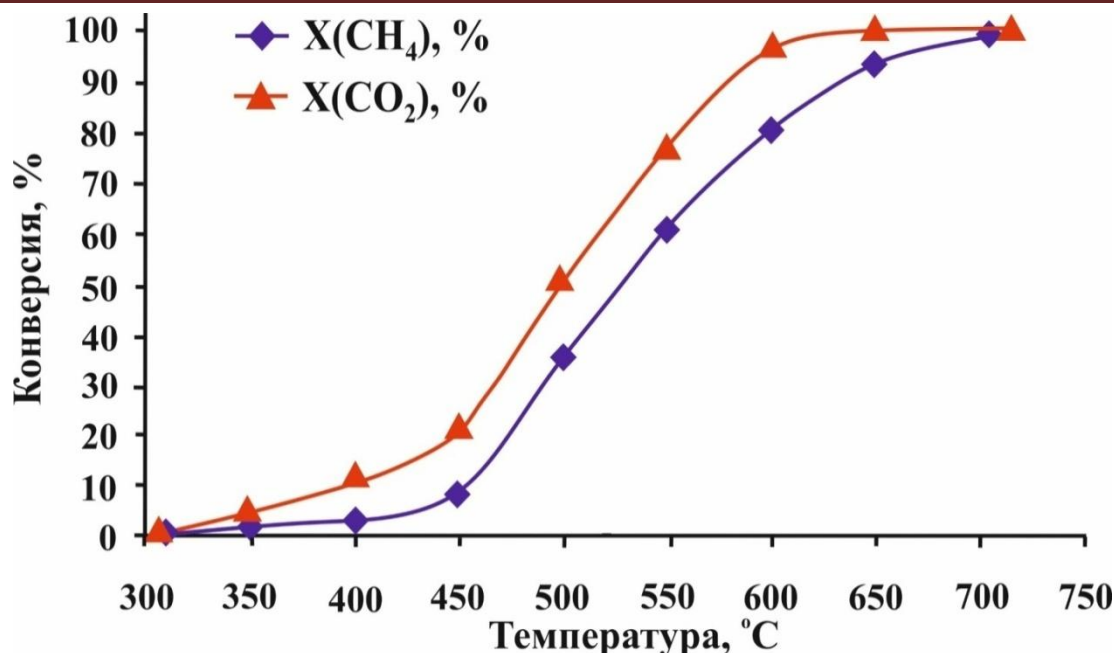


Figure 3. $(\text{Ni}_2\text{O}_3)_x(\text{Co}_2\text{O}_3)_y(\text{ZrO}_2)_z(\text{B}_2\text{O}_3)_k\text{Me}$: The effect of temperature on the conversion rate of CH_4 and CO_2 in the vapor carbonate conversion of methane in the Al_2O_3 catalyst ($\text{CH}_4:\text{CO}_2=1:1$; $P=0,1$ MPa; $V_0=1000$ hours⁻¹)

$(\text{Ni}_2\text{O}_3)_x(\text{Co}_2\text{O}_3)_y(\text{ZrO}_2)_z(\text{B}_2\text{O}_3)_k\text{Me}$: Comparative data on the carbonate and vapor carbonate conversion of methane in the Al_2O_3 catalyst are given in Table 4.

In the carbonate conversion of methane, the complete conversion of carbon dioxide and methane occurs at 750 °C, the synthesis-gas content being $\text{H}_2:\text{CO}=1.07$. In the vapor carbonate conversion of methane, the conversion rate of CH_4 and CO_2 is achieved at ~ 100% at temperatures well below 750 °C, resulting in a much higher ratio of synthesis gas, $\text{H}_2:\text{CO}=1.43$.

Similarly, the optimized ranges of $\text{CH}_4:\text{CO}_2:\text{H}_2\text{O}$ molar ratios for the process of steam-carbon dioxide conversion at different temperatures in the pressure range of 1-5 atm were selected, presented in Table 4. For each region, the molar ratios of $\text{CH}_4:\text{CO}_2:\text{H}_2\text{O}$ were found, at which the content of impurities in the synthesis gas reaches its minimum values at a given temperature and pressure.

TABLE 4 OPTIMIZED RANGES OF MOLAR RATIOS $\text{CH}_4:\text{CO}_2:\text{H}_2\text{O}$ FOR THE PROCESS OF STEAM-CARBON DIOXIDE CONVERSION OF METHANE.

T, °C	p, atm	$\text{CH}_4:\text{CO}_2:\text{H}_2\text{O}$
750	1	1:0.28–0.45:0.75–1.13
	5	1:0.42–0.53:1.05–1.3
850	1	1:0.27–0.37:0.75–1.04
	5	1:0.25–0.4:0.8–1.18
1000	1	1:0.27–0.33:0.7–0.91
	5	1:0.26–0.36:0.8–1.05

The obtained optimized molar ratios for the process of steam-carbon dioxide conversion of methane and the corresponding parameters of the synthesis gas are shown in Table 5.

TABLE 5 OPTIMIZED MOLAR RATIOS OF CH₄:CO₂:H₂O FOR THE PROCESS OF STEAM-CARBON DIOXIDE CONVERSION OF METHANE AND THE CORRESPONDING PARAMETERS OF SYNTHESIS GAS

T, °C	p, atm	CH ₄ :CO ₂ :H ₂ O	CO ₂ , %	CH ₄ , %	H ₂ :CO	ΔH, kcal/mol
750	1	1:0.31:0.83	1.68	1.46	2.18	52.81
	5	1:0.42:1.03	6.08	5.85	2.19	44.22
850	1	1:0.27:0.78	0.46	0.53	2.18	54.93
	5	1:0.32:0.91	2.16	2.17	2.18	51.41
1000	1	1:0.26:0.76	0.15	0.2	2.18	55.58
	5	1:0.28:0.84	0.84	0.82	2.19	54.21

The calculation of the optimized molar ratios was carried out by the Gibbs energy minimization method. Experiments confirming the correctness of thermodynamic calculations were carried out at a pressure of 5 atm. The choice of this pressure is due to the fact that at a pressure of 5 atm over the entire temperature range, the calculated content of methane and carbon dioxide in the resulting synthesis gas is less than 7%.

In addition, with increasing pressure, the experiment becomes much more complicated, since the equipment used requires higher mechanical characteristics, and the likelihood of uncontrolled coke formation in the lower layers of the catalytic layer, where the endothermic reaction proceeds most intensively, also increases.

CONCLUSION

Thus, the vapor-carbonate and carbonate conversion reaction of methane (Ni₂O₃)_x*(Co₂O₃)_y*(ZrO₂)_z*(B₂O₃)_k*Me/Al₂O₃ was studied in the presence of a catalyst.

The study concluded that the complete conversion of carbon dioxide and methane in the carbonate conversion of methane occurs at 750 °C, with the synthesis-gas content being H₂:CO=1.07.

In the vapor carbonate conversion of methane, the conversion rate of CH₄ and CO₂ is achieved at ~ 100% at temperatures well below 750 °C, resulting in a much higher ratio of synthesis gas, H₂:CO = 1.43.

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GENERAL THEORY OF SYNONYMS, CRITERIA OF SYNONYMS

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ABSTRACT

In this article, the general properties, usage and linguistic meanings of synonyms and their mutual equivalents have been studied by comparison. Also, while we have studied synonyms in many ways, such as syntax, lexicology, and semantics, the novelty is that in modern linguistics, the types and different meanings of synonyms are studied in more depth. The sources of synonyms and their application in the context are closely related areas, which are related to the meanings of words.

KEYWORDS: *Denotative Meaning, Phonemic Form, Connotation, Affective Value, Style, Emotional Coloring.*

INTRODUCTION

A characteristic feature of any language dictionary is the presence of synonyms, which are closely related to the problem of the meaning of the word. The most complex problem is the definition of the term "synonyms". There are many definitions of this term, but there are no universally accepted definitions. Traditionally, synonyms are different in sound form, but are defined as words that have the same or similar meaning. But this definition has been severely criticized in many ways.

Russian and foreign scholars have different approaches to the problem of synonymy. Among the many definitions of the term in our linguistics, the most complete and complete definition is I.V. Arnold: "Synonyms - are two or more words of the same meaning, belonging to the same part of speech, possessing one or more identical meaning, interchangeable at least in some contexts without any considerable alteration in denotation meaning, but differing in morphemic composition, phonemic shape, shades of meaning, connotation, affective value, style, emotional coloring and valence peculiar to one of the elements in a synonymic group."¹

This definition describes the concept of "synonymy", gives some criteria of synonymy (specificity of meaning, interchangeability), shows some differences in connotation, emotional coloring, style and so on. "Similarity" or "similarity" or are not objective criteria of uniformity of meaning. They are all based on the linguistic instincts of scientists.

It follows from the definition that members of a synonymous group in a dictionary should have their own common denotative meaning and therefore interpret it with the same words; they may have some differences in impressive meaning, shades of meaning, idiomatic usage, and so on.

Hope, expectation, anticipation are synonymous because they all mean "having smth in mind which is likely to happen..." But *expectation* may be either of good or of evil. *Anticipation* is as a

rule an expectation of smth good. *Hope* is not only a belief but a desire that some event would happen. The stylistic difference is also quite marked. The Romance words *anticipation* and *expectation* are formal literary words used only by educated speakers, whereas the native monosyllabic *hope* is stylistically neutral. Moreover, they differ in idiomatic usage. Only *hope* is possible in such set expressions as *to hope against hope*, *to lose hope*, *to pin one's hopes on smth*. Neither expectation nor anticipation could be substituted into the following quotation from T. Eliot: "You don't know what hope is until you have lost it".²

Synonymy is used to mean "uniformity of meaning." Apparently, for a dictionary creator, many phrases have the same meaning; they are synonymous or synonymous with each other. This allows them to designate a gala as a ceremony or a blue spruce, but this method is of little use if the reader does not know a word, that is. g. if the hoatzin is defined as a stink-bird; or neve like firm. Of course, dictionaries rarely rely solely on synonyms, but add descriptive details to illuminate the reader.

It is often argued that English is rich in synonyms for historical reasons, and that its dictionary is derived from two different sources, on the one hand from Anglo-Saxon and on the other from French, Latin and Greek. Since English is historically a Germanic language, Anglo-Saxon is the first stage of its development, so the words "Anglo-Saxon" are often considered "native", while French, Latin or Greek are "foreign" from these languages. "Borrowed." But the terms "local" and "foreign" are misleading. Regardless of their origin, most words are an important and absolutely natural part of the English language; In addition, some of the words "mother" may have been "borrowed" from another language in the distant past. Unfortunately, there are often attempts to remove the "foreign" element from languages. . The French are dissatisfied with the word "Franglais" (now commonly used English words in French), and the Welsh are very happy to keep the word "Latin", but substitute the word "English" in the language. Spend time and scholarship to find the words. It entered the earlier form of language during the Roman Empire.

However, it is true that there is a pair of words "native" and "foreign". So we have brotherhood and fraternity, acquisition and acquisition, the world and the universe, and so on. The words "native" are often shorter and less studied, and the four-letter words (literally) are mostly derived from the Anglo-Saxon language. There are also examples of the trinity, one from "native", one from French, one directly from Latin - kingdom, kingdom, kingdom (although with this collection it is of French origin, the word royal bo although it is more widely used today).

However, it should be noted that there are no real synonyms, no two words have the same meaning. In fact, two words with the same meaning are unlikely to be preserved in the language. If we look at possible synonyms, there are at least five ways that they differ from each other:

First, some sets of synonyms belong to different dialects of the language. For example, the term fall is used in the United States and some western districts of Britain, where others use autumn. The works of dialectologists are rich in such examples. They are especially interested in words related to farming; depending on where you live you say cow, barn or byre, hay, hayrick or hay. Even a household faucet is a faucet or pipe in most parts of the United States. But these phrases are not interesting at all for semantics. Their status is no different from English and French translations. It is simply a matter of people speaking in different forms of language with different phrases.

Secondly, there is a similar situation, but more problematic with words used in different “styles” or “registers”. A foul odor, under appropriate conditions, can be an unpleasant discharge or a “terrible odor”. The first is, of course, very “luxurious” in terms of humor, and the second is in colloquial language. Similar trios (although they do not have the same stylistic features, but differ in the level of formality) - Mr., Male and Left, pass through the world, die and spread. They are more difficult to solve because there is a much clearer difference between the styles than in the geographically defined dialects. We don’t usually switch from one dialect to another, but we can change our style during a single conversation, in particular by changing dictionary elements to achieve different effects. The question is, should a change in style be seen as a change from one “language” to another, or as a change within a language? If it is the first, then stylistic synonyms are no more interesting than dialectal synonyms or equivalent words in English or French. If the latter is the case, we must say that stylistic differences may be semantic. There is some credibility in the idea that this is a semantic feature if we move from style to style to achieve an effect. But there is a big objection to that. When changing style, we can change not only vocabulary but also grammar and phonology, and it is difficult to incorporate stylistic differences as part of a phonological or grammatical system. They are easier to consider in terms of different but interrelated “languages,” such as dialects. If this applies to stylistic synonyms, we do not include them in the semantics, but leave them for a separate examination of the style.

Third, as we have seen, some words may differ only in their emotional or evaluative meanings. The rest of their meaning, the “cognitive” meaning, remains unchanged. Examples are statesman / politician, hide / seek; another trinity - thrifty, thrifty, stingy. Such words are often discussed in detail in semantics books. They are really interesting in that they are used to persuade or influence others, to promote, and so on. However, it is a mistake to try to distinguish such an emotional or evaluative meaning from a “basic” “cognitive” meaning. Words for five reasons:

First, as mentioned above, it is not easy to determine exactly what a cognitive meaning is, and it is certainly unreasonable to try to define such a meaning in terms of reference physical properties. In particular, it should be noted that many verbs and adjectives in this sense do not have cognitive meaning or do not exist at all.

Secondly, there are words in English that are used PURELY for evaluative purposes, most obviously the adjectives *good* and *bad*, but it is not normally assumed that they have no cognitive meaning. Such words are of interest to moral philosophers, but should not, I believe, have any special place in linguistics.

Thirdly, we make all kinds of judgments and do not merely judge in terms of 'good' and 'bad'. We judge size and use the appropriate terms -*giant/dwarf*, *mountain/hill*, etc., and we make other kinds of judgments in our choice of words. The meaning of words is not simply a matter of 'objective' facts; a great deal of it is 'subjective' and we cannot clearly distinguish between the two.

Fourthly, *some* words are collocationally restricted (see 5.2), i. e. they occur only in conjunction with other words. Thus *rancid* occurs with *bacon* or *butter*, *addled* with *eggs* or *brains*. This does not seem to be a matter of their meaning, but of the company they keep. It could, perhaps, be argued that these are true synonyms - differing only in that they occur in different environments. But, on the other hand, as we shall see shortly, some scholars have actually thought that the test of synonyms is whether they occur in identical environments!

Fifthly, it is obviously the case that many words are close in meaning, or that their meanings overlap. There is, that is to say, a loose sense of synonymy. This is the kind of synonymy that is exploited by the dictionary maker. For *mature* (adjective), for instance, possible synonyms are *adult, ripe, and perfect, due*. For *govern* we may suggest *direct, control, determine, require*, while *loose* (adjective) will have an even larger set - *inexact, free, relaxed, vague, lax, unbound, inattentive, slack*, etc. If we look for the synonyms for each of these words themselves, we shall have a further set for each and shall, of course, get further and further away from the meaning of the original word. Dictionaries, unfortunately (except the very large ones), tell us little about the connections between words and their defining synonyms or between the synonyms themselves.

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TYPES IN THE RED BOOK OF THE POACEAE FAMILY IN UZBEKISTAN

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ABSTRACT

This article provides a brief analysis of the species listed in the Red Book of the Poaceae family in Uzbekistan. Protecting the environment and flora is of vital importance to humanity. As humanity uses nature, it is changing its centuries-old natural landscape, which is having a negative impact on it. The development of industry and agriculture, the large-scale development of natural areas are leading to ecological imbalances.

KEYWORDS: *Flora, Kohitang, Poaceae, Endemic, Ridge, Mountain-Forest, Ecotism, Fruit, Nature.*

INTRODUCTION

Protecting the environment and flora is of vital importance to humanity. As humanity uses nature, it is changing its centuries-old natural landscape, which is having a negative impact on it. The development of industry and agriculture, the large-scale development of natural areas are leading to ecological imbalances. As a result, there is a risk of plant decline. This leads to a reduction in the gene pool of flora. It is clear that the loss of any species will lead to other unpleasant consequences. It should be noted that wild plants are important as a primary basis for the creation of cultivars cultivated in agriculture. At present, there are about 4,400 species of higher wild plants and more than 2,000 species of fungi in the territory of the Republic of Uzbekistan. Among them are many rare, endemic and relict species that need serious protection. There are more than 300 such species, which make up 10-12% of the flora of Uzbekistan. [1] Despite the relatively good general condition of the plants protected in the national reserves, the natural resources of many wild species are declining sharply. The wrong attitude of the population to nature also leads to the decline of plants. The Red Book was first established in the Republic of Uzbekistan in 1979. The Red Data Book contains information on rare and endangered species of flora. The aim was to draw the attention of the public and government agencies to conservation issues and to help preserve the species' gene pool. [1]

The 1984 edition of the Red Book lists 163 endangered species of Uzbek flora. The fate of these species is constantly being studied by specialists and scientists of the republic. Observations over the years have shown that the number and area of some plant species have expanded significantly. For example, anzur and Suvorov onions have increased to some extent, although they have not returned to their previous state. The number of *Minkvistidium* species, one of the rarest plants, has increased from 7 to 17. Korovin shirachi, one of the rare plants in the Qurama

ridge, has been found. At the same time, the number of some plant species has declined sharply. These include the Omonkara plant, the Pskom onion, and the Margarita marmalade. Research in recent years has shown that another 138 species of plants belonging to the flora of our country should be included in the Red Book. In 1998, the number of plant species listed in the Red Data Book of the Republic of Uzbekistan was 301, while the new edition includes 313 species of plants belonging to 48 families. [1]

The plant species listed in the Red Book are rated 4 according to their rarity according to a classification developed by the International Union for Conservation of Nature.

1. It is unlikely to be lost or misplaced. Species that have not been found in the wild for several years, but are only likely to survive in certain areas or cultural conditions that are difficult to collect.
2. On the verge of extinction. Endangered species that require special protection to survive.
3. Rare. Species that have survived only in certain small areas, but are endangered and require careful control.
4. Declining in number. Species whose numbers and range are declining over time due to natural causes or human activities. At the same time, such plants need to be closely monitored.

The main task of all of us is to put an end to the neglect of nature and the flora, to protect and increase natural resources. Representatives of the family *Poaceae* are widespread in the world, and several species are included in the Red Data Book of the Republic of Uzbekistan. We will get acquainted with them in detail below.

Oktoqchalov-stipaaktauensis Roshev: It is a very rare endemic plant in the central red sand, 25-30 cm tall, grass-forming, perennial herb. The leaves are slender, the upper ones are slightly widened and surrounded by inflorescences. Inflorescence 6-10 cm long, slender, sparsely spiked. The stem of the head is almost 13.5 cm long, twisted into joints, the entire surface is covered with fine feathers, and the feathers are 4-5 mm long. It blooms and bears fruit in April-June. [2]

Distribution: Distributed in the lowlands of the Central Kyzylkum (in the regions of Karakalpakstan, Bukhara, Navoi)

Growth Conditions: Occurs on dry mountain slopes, in cracks in rocks.

Reproduction: Propagated by seeds

Reasons for Changes in Plant Numbers and Range: Livestock has declined due to grazing.

Protective Measures: No special protective measures have been developed. It is necessary to study the biology of this species in nature and in cultural conditions. To control it, it is recommended to set up offices in Aktag and Tomditog.

Qoratog' chalavi-stipakarataviensis Roshev is a rare endemic plant whose range in the -Nurata Mountains and northwestern Tianshan is declining.

Brief Description: Perennial herb with dense stems up to 20-30 cm tall, growing on grass. The leaves are thin, linear, the edges are bent inwards, coarsely hairy, the upper part is slightly widened, the inflorescence is thin, sparsely spiral, and surrounds the entrance. The head is 8-9 cm long, once bent at the joints, the lower part is hairless. The upper part of the joint is hairy, the hairs are 5-7 mm long. It blooms and bears fruit in June-July. [2]

Distribution: The western part of the Nurata ridge of Navoi region, the Karatag and Aktag ridges, also grows and flies in Kazakhstan.

Growth Conditions: Grows in the middle and lower parts of the mountains on the soil and limestone slopes.

The Number is Low, Forming Small Tufts: Propagated by seeds.

Reasons for Changes in Plant Numbers and Habitat: It is declining due to the construction of industrial enterprises and other facilities, as well as the grazing of livestock. No special protection measures have been developed.

Gnezdilochalovi- *stipagnezdilloi* Pazij is a rare, petrophytic plant of the Kihitang ridge.

Brief. The stems are hairy, perennial herb, 50-60 cm tall. The leaves are hairless; the cilia are 1-2 mm ciliated. The flower ball is 11-17 cm long. The stems are almost the same length of 3-4 cm. The inflorescence is 11-13 mm long, the head is 12-13 cm long, the two-knotted hairs are 0.2-0.3 mm. It blooms and bears fruit in May-June [2]

Distribution: Kohitang ridge of Surkhandarya region is found not only in Uzbekistan, but also in Turkmenistan.

Growth Conditions: It grows on rocky, gravelly slopes of the middle belt of the mountains. Stenobiont is a plant with a narrow range and is protected in the Surkhandarya State Reserve.

In summary, 3 species of the family *Poaceae* are listed in the Red Data Book of the Republic of Uzbekistan and are currently protected. It is the duty of each of us to protect and preserve the flora.

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EXPRESSION OF ANTHROPOCENTRISM IN THE IMAGE OF MAGICAL OBJECTS IN FAIRY TALES

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ABSTRACT

Fairy tales, an ancient, traditional, popular, universal folklore genre of world folklore, emerged as a separate, independent type of artistic form of English and Uzbek folk oral poetic creativity. Their unique artistic and aesthetic traditions have been formed and passed down through the centuries. In English and Uzbek fairy tales, the image of magical objects forms a holistic system. They play an important role in strengthening the fictionality of fairy tales. Tales with magical objects in the plot are among the tales with complex plots. The article discusses anthropocentric study of the subject and reveals the importance and centrality of human being in the magic of fairy tales and the motivational features of the magical items. The dreams, aspirations and beliefs of people influence both motivational features and genesis of magical objects which obviously shows anthropocentric side of the issue.

KEYWORDS: *Anthropocentric, Human centrism, Fairy Tale, Magical Item, Plot, Motif, Fairy Tale Composition, Genesis, Fictionality, Animism, Totemism, Fetishism, Beliefs Of People.*

INTRODUCTION

Anthropocentrism is the belief that human beings are the central or most important entity in the world. The term can be used interchangeably with human centrism, and some refer to the concept as human supremacy or human exceptionalism. From an anthropocentric perspective, humankind is seen as superior to nature.

Being one of the most notable and translated works of folklore, genre of fairy tales has an interesting and magical plot, rich in mythological notions of ancient people, animism, totemism, fetishism, magic, beliefs related to shamanism, and expressing the customs and rituals of the culture of early life in a unique artistic form. The plot covers imaginary and life events, the interpretation of moral qualities. The compositional structure is characterized by stability.

Fairy tales of each nation can serve as an important source in the study of the history, culture, way of life, customs and rituals, religious views of that nation.

In English and Uzbek fairy tales it is possible to see the eternal categories of good and evil, truth and falsehood, happiness and sorrow. The struggle between good and evil, the belief in victory, justice determines the happy ending of fairy tales, the development of the plot.

The subject of fairy tales, their plots, motifs and images has been studied in the field of folklore studies and comparative literature. Fairy tales are being studied by scientists from an anthropocentric perspective as well. Such philologists as O.I.Leshchenko, O.V.Belova, T.Volodina, N.V. Solovyova studied the subject of fairy tales on the basis of an anthropocentric paradigm. But there is a need to investigate anthropocentric features of the image of magical objects in fairy tales. The study reveals that the genesis of magical objects which goes back to the beliefs and aspirations of human being and motif-plot structure of fairy tales in terms of magical objects are purely anthropocentric. This shows the topicality of the subject.

METHOD AND MATERIALS

Seventy English and seventy Uzbek fairy tales containing magical objects have been chosen and analysed from the comparative and comparative- historical point of view and the development of motifs connected with magical objects has been studied thoroughly.

The fairy tale is a unique, fascinating and mysterious phenomenon of spiritual culture. A fairy tale that is born as a reflection of human life experience and the product of his never-ending fantasy is anthropocentric in nature. One of its tasks is to model human life situations, as if it allows a person to experiment with certain life situations, and at the same time imaginary, but in some cases realistic plots include tips for solving life problems. Fairy tales reflect the life of society, relationships between people, rules of etiquette, people and their dreams. It can be seen that this genre is a collection of eternal categories of good and evil, truth and falsehood, happiness and sorrow. The struggle between good and evil, the belief in victory, justice determines the happy ending of fairy tales, the development of the plot. Regardless of which nation's tale they are, the development models of anthropocentric systems are the same in their plot. Because every nation has experienced need and wealth, joys and problems, natural disasters and social hardships, good and bad rulers.

In the tales of every nation dreams and aspirations of the people about prosperous, comfortable and happy life, the ease of labor, the solution of problems, the lofty aspirations for victory over the enemy led to the emergence of the image of magical objects in the form of clothing, ornaments and jewelry, household goods, food and drink, war weapons and musical instruments.

ANALYSIS

Magical objects add mystery to the details of events in fairy tales and enhance their artistic impact. At the same time, it contributes to the development of plot events in them, serves to reveal the character of the heroes of the fairy tale. Magical objects are very essential in the composition of fairy tales, in the plot-motif structure of them. The objects in the fairy tales are personified and are closely connected with different motifs.

In V. Propp's "Morphology of the Fairy Tales" the motif of the protagonist's possession of a magical object is given as one of the main components of the fairy tale, and it plays an important role in the composition of the fairy tale¹.

The plot of most fairy tales involves some misfortune or sending the protagonist out of the house. In order to overcome this misfortune, a certain magic tool falls into the hands of the hero and determines the outcome. There are many ways to convey a magical tool to a hero in a fairytale repertoire. Usually in this case a new character is added to the plot and through this character the protagonist acquires a strange object. The protagonists of fairy tales often acquire

strange objects as a donation made by patrons, i.e. a magician old man or an old woman. They will receive such a gift in return for some good work they have done. For example, in the fairy tale *Red Ettin*, the youngest son gets a magic wand for his good deed and uses it to fight beasts, defeat them and achieve his goal. This motif can also be seen in English folk tales *Jack the Giant Killer*, *Three Heads of the Well*, and *Princess of Colchester*.

Heroes are rewarded with a talismanic object for rescuing an animal from death or misfortune. The motive of rewarding with a magical object is found in the plot of the Uzbek fairy tales "Totilabbaoti", "Ur tokmoq".

In some fairy tales, the protagonist himself gets magical objects from mythological antagonist. In the English fairy tale *Molly Whuppie*, the motive of snatching a magic wallet, sword and ring from a giant by the hero is an example of this.

In fairy tales, the magic ability of the protagonist is associated with the mysterious object in it. In ancient times, women and children were believed to have magical objects in their ceremonies. Another belief is that items have a spirit and that there are rituals to have a guardian spirit. Beliefs and thoughts of people emerged into different motifs in the fairy tales and every motif serves for the sake of human being, which shows anthropocentric feature of folk and fairy tales.

While V. Propp divides the functions of images in fairy tales into groups, he pays great attention to the participation of magical objects in them. It can be seen that the negative protagonist inflicts damage through a magical object in the task of harming his victim, in which case the protagonist is exposed to a strange object. For example, drinking a magic drink and falling asleep, or eating a magical food can be an example of this. In the task of harming the positive hero's family members by the negative hero, the seizing magic item is given as one of the ways of harm. The function of one of the family members in need of something includes the need for a strange object, such as a magic sword, an apple, an egg. The protagonist is said to have a magical item as a result of passing a test, asking, or attacking. The fact that the protagonist has a magical tool is also included in the tasks, and several ways to do this are shown.

The participation of mysterious objects also plays an important role in the task of the hero to reach a certain distant place in order to achieve his goal. In many fairy tales this thing is done through images like magic rugs, magic slippers, magic brooms. In the task of the loss of misfortune or poverty, the enrichment of the protagonist by a wonderful object is given as a tool. Examples of such magical items in world fairy tales are rings, golden eggs, plums, pears, khumcha, achildasturkhan.

The hero uses the help of various objects to get rid of the enemy that is chasing him. This includes a magic comb, a hair dagger, flask, a mirror that serves to block the opponent's path, as well as an oven and a tree to help hide it. The presence of such objects is also observed in the motifs of the protagonist's difficult tasks, evolution, and punishment of the negative image.

In short, the participation of magical objects in fairy tales provides a basis for the inclusion of examples of this genre in the list of fairy-tale fairy tales, enhances the art of fairy tales, contributes to the development of plot events and moves in close connection with fairy tale motifs. In this sense, they are one of the important factors determining the nature of fairy-tale tales. All the magical objects mentioned above are the results of the beliefs, aspirations and dreams of humankind and in fairy tales they mostly serve for the happiness of the hero, that is to say, human being.

The genesis of magical items is also connected with the thoughts of primitive people. Primitive people deified various things and phenomena in nature without understanding how and why they arose. As a result, interpretations of supernatural, mysterious, strange things have emerged. They depict the worship of man. The origins of magical objects go back to the ancient worldviews of animism, totemism, fetishism, and shamanism.

Animism is one of the ancient worldviews and is the belief in spirits and souls. The English ethnographer and culturologist Edward Taylor introduced the concept of animism to science, describing it as the first stage in the development of religion in general. He also tried to observe the further development of animistic ideas in the worldview of highly civilized peoples.

“I purpose here, under the name of Animism, to investigate the deep-lying doctrine of Spiritual Beings, which embodies the very essence of Spiritualistic as opposed to Materialistic philosophy. Animism is not a new technical term, though now seldom used. From its special relation to the doctrine of the soul, it will be seen to have a peculiar appropriateness to the view here taken of the mode in which theological ideas have been developed among mankind. The word Spiritualism, though it may be, and sometimes is, used in a general sense, has this obvious defect to us, that it has become the designation of a particular modern sect, who indeed hold extreme spiritualistic views, but cannot be taken as typical representatives of these views in the world at large”².

The genre of fairy tales is one of the oldest such beliefs of people, a type of artistic form that embodies the realities of life. They are a unique artistic reflection of the mythological notions of ancient people, the traditions formed on the basis of the culture of life. Of particular interest is the depiction of objects used in ancient people's magical rituals as "magical objects" in fairy tales.

CONCLUSION

A fairy tale that is born as a reflection of human life experience and the product of his never-ending fantasy is anthropocentric in nature. One of its functions is to model human life situations, allowing a person to try out certain life situations, and at the same time imaginary but in some cases realistic plots include tips for solving life problems. This shows that the human factor is a major factor in fairy tales.

Regardless of which nation's tale they are, the development models of anthropocentric systems are the same in their plot. Because every nation has experienced need and wealth, joys and problems, natural disasters and social hardships, good and bad rulers. The fairy tales of each period reflect not only the socio-political life, historical events and problems of that period, but also the dreams and aspirations of the people in solving these problems, overcoming evil and achieving a prosperous life through the depiction of magical objects. The ideas and desires that appear in the minds and thoughts of people are verbalized in folk tales.

The Plot-Motive Structure of Fairy Tales Related to the Etiology of the World and man, as well as some natural and cultural realities, allows us to conclude that, according to popular ideas, the world was arranged for God's most valuable creation - the man, and by the standards of man not only nature, but also culture was created.

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THE ROLE OF TEACHER COMPETENCE IN IMPROVING THE QUALITY OF EDUCATION

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ABSTRACT

This article describes the personal social qualities of teachers and many of the qualities inherent in the teaching profession, the professional competence of the teacher. The importance of teachers' professional competence in improving the quality of education was also highlighted.

KEYWORDS: *Personal Qualities, Social Qualities, Competence, Professional Competence, Pedagogical Competence, Socio-Psychological Competence, Differential Psychological Competence, Auto Psychological Competence, Pedagogical Powers, Emotional-Volitional Influence.*

INTRODUCTION

In the development of the education system in Uzbekistan, special attention is paid to the formation of the personality of the younger generation. To organize education in accordance with the requirements of the national idea, to ensure that boys and girls receive modern knowledge, to grow up highly spiritual, to ensure that it meets the prospects of social development and world standards is a topical issue today. The common task of the education system is to radically reform the education system, cleanse it of the remnants of the past and raise it to the level of developed democracies, to train highly qualified personnel who meet the highest moral and ethical standards for the development of society. Theoretical and methodological armament of the education system aimed at the full development of the individual is the main goal of pedagogy today.

Competence lot. competo-I get, I deserve, I deserve - knowledge, experience in this or that field. The personal social qualities of teachers have always been taken into account, and the requirements for teachers have become more sophisticated and complex in the light of the times. Along with the many qualities that characterize the teaching profession, it is important that he or she acquires pedagogical skills. Only a teacher with high pedagogical skills can be competent and talented in his / her profession.

DISCUSSION

The main components of professional and pedagogical competence are: A teacher's special skill is his or her self-based scientific competence (knowledge of science and the skills and abilities to apply it in practice), which allows him or her to act only as a source of knowledge.

Scientific and pedagogical competencies include the teacher's ability to turn science into a means of influencing the student's personality.

Methodological competence includes the selection of appropriate teaching methods to address specific didactic problems - including teaching methods to future teachers.

Socio-psychological competence acquires knowledge in the communication processes that take place between teachers and students, and thus requires the achievement of pedagogical results in order to successfully solve the required tasks. It can be considered as a generalized characteristic of the subject of communication, including socio-perceptual and communicative competence.

Differential psychological competence includes teacher knowledge. Individual characteristics of each listener, his abilities, strengths of character, advantages and disadvantages of previous training, as well as the development of an effective strategy of an individual approach to him in the learning process.

Auto psychological competence includes the teacher's awareness of the strengths and weaknesses of his personality and his pedagogical activities, ways of professional self-improvement that increase his work efficiency.

General pedagogical powers; involves an understanding of the teacher's need, the scientific approach is to design and organize a pedagogical process that can result in teaching and learning technology

To be successful, every teacher must have high pedagogical skills and a broad outlook. Only then will he be able to work hard and achieve great results, and creativity will always be his partner. Only those who are able and capable of pedagogical work can have pedagogical skills. In order for pedagogical activity to be effective, the teacher must have a deep knowledge of the subject, an understanding of related disciplines, be able to explain the material in a way that is understandable to students, encourage students to think actively and independently. He must be able to take into account the knowledge, level of maturity and mentality of the students, to imagine what they know and what they do not know yet. A talented, experienced teacher is able to put himself in the shoes of a student, based on the fact that what is clear and understandable to adults can also be something that is difficult for students to understand and abstract. Therefore, he carefully thinks and plans the character and form of the narration. The teacher should conduct psychological observations related to the student's ability to access his or her inner world and to better understand the student's personality and temporal mental state. Such a teacher is quick to notice changes in the student's psyche. Teacher's talk; is the ability to express one's opinions clearly and concisely. This is very important for the teaching profession. The teacher's speech should be clear, vivid, figurative, bright, expressive, and emotional, with no stylistic, grammatical, or phonetic flaws. A teacher's reputation is the ability to directly influence students emotionally and voluntarily, and to gain prestige on that basis. Reputation is achieved not only on this basis, but also on the basis of the teacher's knowledge of the subject, kindness, gentleness, and so on. This ability includes a whole set of personal qualities of a teacher, including his willpower, as well as a sense of responsibility to teach and educate students, to believe that he is right, to be able to convey this confidence to students. depending on. The qualities of a teacher's profession, that is, high pedagogical skills, do not form in him all at once. It develops through hard work, research and skills. The acquisition of high professional skills by teachers is carried out directly through the system of continuing education. Skills development,

which plays a key role in the system of continuing education, allows students to analyze their performance and provide them with future directions. Today's world requires a teacher to understand the requirements of advanced pedagogical technology, to be proactive, to be aware of innovations in their subject and to be able to introduce them into their lessons. The level of cooperation between teachers and students in the educational process, the successful solution of the problem of creating a friendly environment, the level of knowledge, skills and personal qualities of science teachers and school management will depend.

The teacher first:

- Soft-spoken, open-faced, sweet-spoken, loves children as they are;
- understanding that love and pride are methods of motivating students to create a friendly atmosphere in the classroom and to develop students' motivation to learn;
- A deep sense of responsibility for the fate, happiness and future of students, respect for their dignity and dignity;
- In any pedagogical situation, students should refrain from rudeness, insults and shouting, threats and intimidation;
- To be able to understand students, to appreciate their feelings, to help them overcome their worries and anxieties, to know their specific characteristics, interests and needs in their youth and psychological development.

Result

The fair and democratization of the education system in our country reveals a unique demand for the educational process and a unique pedagogical approach. The essence of this process is radically different from the previous one. This requires that the teacher, the student, the family, and the community work together toward a common goal in the field of education that is, mastering the requirements of the SST and achieving results above the norms in it. The task of educating creative, independent-minded, socially active high-spirited young people through the use of advanced pedagogical technologies, increasing the effectiveness of education, the application of scientific achievements in practice is important in the educational process.

In this regard, the following requirements are set for a teacher today:

- In-depth knowledge of the subject and adequate mastery of its methods;
 - Broad scientific outlook and deep faith;
 - Deep understanding of social needs and moral necessity;
 - Deep understanding of social and civic duty;
 - be socially and politically active;
 - Love of their profession and children;
 - Spiritual pedagogical alertness and innovation;
 - study and promote the history, national values and traditions of their people;
 - Pedagogical observation, organization, assertiveness, perseverance, composure, honesty, self-control;
-

- Must be fully qualified for the profession and have a pedagogical background.

CONCLUSION AND RECOMMENDATION

In short, it is important for every educator in the education system to focus all their knowledge and experience on improving the education system. In order to impart modern knowledge to young people, a teacher must first be equipped with such knowledge. After all, the basis of success in the system is determined by the quality of the teaching process organized in schools. It is up to the teacher's professionalism to provide students with sufficient knowledge, improve their life skills and develop their skills during class hours. The content of education is clearly visible when the student expresses his / her independent opinion, chooses his / her direction and proves the views based on it, and helps young people to develop skills for preparation for independent living. The demands on the individual teacher in education reform are increasing day by day. In short, at the heart of a teacher's multifaceted and complex work is the task of educating the younger generation in an educated and moral manner.

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REFORMS IN THE TAX SYSTEM DURING THE GOVERNMENT OF EMIR SHAHMURAD IN THE EMIRATE OF BUKHARA

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ABSTRACT

The article is devoted to the tax system of the Emirate of Bukhara during the reign of emir Shah Murad ibn Danielbi (1785-1800). Attention was paid to the emir's reforms and their results, to those responsible for collecting taxes and the tax process in the emirate, their duties and scope of authority, the level of authority, the types of treasury in which taxes are collected, and the extent of their spending.

KEYWORDS: *Personal Qualities, Social Qualities, Competence, Professional Competence, Pedagogical Competence, Socio-Psychological Competence, Differential Psychological Competence, Auto Psychological Competence, Pedagogical Powers, Emotional-Volitional Influence.*

INTRODUCTION

When Emir Shah Murad (1785) came to power, he paid great attention to Sharia, Islamic organization and the collection of taxes and types of taxes in the Emirate of Bukhara. Indeed, in the period before the Emirate of Bukhara before Emir Shah Murad (mainly during the leadership of his father Danielbi (1750-1785)) there was a state of disobedience, chaos and corrupt officials. Such changes and reforms were necessary for Emir Shah Murad ibn Danielbi to maintain his name as an infallible emir and strengthen his activities as the leader of Islam in the Emirate of Bukhara. Historians of the Mangit period and historians Muhammad Yaqub and Ahmad Danish provide information about the preservation of Sharia taxes in their writings. Amir Shah Murad engraved a large stone near the Bukhara mosque, where Friday prayers are performed, and wrote down what taxes the people were exempted from. There was also a warning to heads of state and tax collectors: "Whoever receives indefinite alyk and salik, tips and other payments, may God and angels and all people be angry"¹.

According to the current rule in the Emirate of Bukhara, the tax² was levied after the emirs issued a special decree on tax collection, and this was recorded in the statements and notifications³ of the tax collectors. A decree on various taxes is usually proclaimed twice a year, i.e. "safed bori" and "kabud bori"⁴ or both white and blue.

Taxes consisted of special Sharia and customary taxes. The tax system of the emirate depends on the form of land ownership, all lands are divided into: state, waqf funds and property-private lands. Property lands are subdivided into **mulki khur** (free lands, i.e. land not taxed), **mulki**

ushr (tithe) and **mulki khirazh**-taxable land. In Muslim countries, land users are divided into four categories: free property, tithe property, property tax and waqf. In the process of paying tax, the name of the tax is divided into parts depending on the name of the property. For example, users of free land are exempt from paying taxes; those who owned a tithe paid 1/10 of the crop, those who rented property paid 1/8 and 1/5 of the crop, and those who owned waqf lands paid 1/3 of the crop.

The state tax on private property is zakat, from which about 1/40 of the value of property (livestock, gold and silver, commodities and crops, fruits) is paid⁵.

Continuing the tradition of frequent holy wars (raids) with the Iranian army, which was the custom of that time, in order to support the fatwas of Bukhara religious figures and further strengthen its legitimacy, to bring additional wealth to the state treasury, Emir Shah Murad, who chose the path of Sufism as the leader of Sharia, repeatedly waged a holy war against the Iranian army⁶. The wealth obtained as a result of the war, emir Shah Murad distributed equally among the soldiers. One fifth of the booty in the battle was hums. The remaining four were provided by the warriors themselves. Sometimes the inhabitants of the region who were defeated in the war were also forced to pay the amount of khums.

Sharia taxes also included juzya, which was imposed on Jews, Christians, pagans and non-Muslims (non-Muslim citizens)⁷.

Taxes that do not comply with sharia include taxes levied on the labor of landowners and other junior officials (khakims, amines, aksakals, mirabs) involved in tax collection. This tax, by its very nature, served more as a function of wages. This type of tax includes:

Submit a special tax kafsani, levied at the expense of the landowner, and all grain crops (half a pood⁸ from a batman) and cotton (15 kadak⁹ from every 10 batman¹⁰) are taxed. There is also a **kafsani doruga** tax, which is paid for the position of "doruga". A form of zakat tax, "**retail zakat**", is also levied on the local hakim. **Mushtaq** is a small tax that was levied on amines, aksakals and other junior officials involved in the delivery of paid tribute. Mushtak was paid from each farm and they took a handful of wheat and oats. In addition to the legalized land tax, the agricultural population paid a special tax (**tanab tax** or **hay tax**) from each tanab¹¹ or melon, and this type of tax was called tanoban. **Yaksara** (cattle tax) is one of the first land taxes paid annually.

In the spring, before the start of field work, the farmer pays one crop of batmon for each pair of cattle. If there is only one livestock, in this case the tax is paid in the amount of half a batman (nimsar) of wheat. The beg must pay the tax on the **obzhuvoz**, mainly because he used the device to clean grain and rice.

Mirabana is a payment for mirabs that control waterworks. Each farmer annually gave one batman wheat or rice. The **dallal** tax is usually a duty levied on goods moved from one province to another. The value of the cargo depending on the distance from the place where it was originally taken to the place where it was sent.

Amir Shah Murad, in order to further improve land use and increase tax revenues to the state treasury, repaired canals in the oasis of the Zerafshan River, provided undeveloped lands for development and use in the same area, received a "kush puli" tax for these lands - a tax for the use of livestock¹².

According to the jurist Z. Mukimov, "Emir Shah Murad began his first reform with tax regulation, because he was on the throne at a time when the discontent of the oppressed people increased. By issuing a tarkhan certificate to the entire population of the Bukhara Emirate, it will abolish taxes established by its predecessors that do not comply with Sharia, such as **yargu, bozh, tarkh, tushmal, yasak**¹³.

Thus, we can observe that Emir Shah Murad controlled the tax system so that it was uniform and that the levying of additional taxes was prohibited. During the reign of Emir Shah Murad, the complaints and appeals of the people were also considered.

The emir's order was the basis for the collection of taxes or the abolition of any type of tax. Sharia rules determine the legitimate tax activities of officials such as landowners and khakims. The emir is the highest authority in the case of protests over the collection of taxes.

After the taxes were collected, the officials in each direction submitted a written report based on the information recorded in their books.

During the reign of Emir Shah Murad, **Kushbegi** was considered responsible for taxes and fees. During the reign of the Emir of Bukhara Shah Murad ibn Daniyalbi was in charge of taxes - Khakimbi Kushbegi¹⁴. A number of officials are attached to him for tax activities. When collecting taxes and fees, such officials and employees as **amlakdar, hakim, amin, aksakal, doruga, mirab**, and in turn, controlled the payment of tax. Those who had the right to propose to the emir to punish a person who refused to pay tax. **Kushbegi** was the second authority after the emir dealing with tax issues. If the peasants were dissatisfied with the amlakdor, they complained to the amin. **Amin** served as the third instance.

Amlaqdar landowners and others responsible for tax collection provided written information that taxes had been collected and filed¹⁵. By directly demanding the rights of citizens, the emir had the opportunity to determine the amount of taxes included in the tribute. Taxpayers also reported to the emir about unfair tax collection or other unfair circumstances. If the amlaqdar and other officials collected more taxes than they were supposed to, the emir was obliged to provide confidential information.

Most of the taxes in the emir's treasury came from land taxes. One of the main features of the tax system of the Emirate of Bukhara is that most of the taxes are levied on growing property. After the harvest, the rulers sent their people (yasavul, devonbegi and mirza) to measure the harvest and collect taxes from it. Mihtars are just tax collectors¹⁶.

In the process of collecting taxes by officials, the income from the collected taxes is accumulated in the emir's treasury. Taxes collected were mainly spent on government spending. It was also used in the construction of buildings. In "Majma-al-Arqom" Mirza Badi gives information about the fall in taxes of the emirate to the four treasuries and their spending¹⁷.

In the work, the naming of the treasury and the distribution of the collected proceeds are explained as follows:

The first treasury related to taxes in the form of **zakat, tithes, khums** and went to the poor, the needy, and the like.

The second treasury received taxes such as **khiraj** and **juzya**, levied on non-muslim residents and merchants. It was used by judges, muftis, mukhtasibs, muazzins. He was also engaged in the

construction of oases, the supply of weapons to fortresses, the construction of bridges, mosques, and irrigation facilities.

The third treasury belonged to a religious figure and no one could use this treasury. It was spent only on making the weak strong, to repair the damage caused by injustice, on the shrouds of the poor, on the needs of the orphans and the sick. The ships received money mainly from the tax on **hums**, as well as minerals and mining.

The fourth treasury is finds and inherited funds. Used for the needs of muslims.

Emir Shah Murod ibn Daniyalbi supervised the activities of officials in the collection of taxes. He demanded that they report and act in accordance with the law, on the basis of accurate information, conscientiously fulfill their duties, complete the work they started and protect the treasury. Those responsible for collecting taxes had to carefully preserve the tax collection and the harvest, spend it without deducting it to their personal side. The list of funds allocated to officials and the amount of allocated money, information about the members of the official's family should have been clear and precise. In addition, those responsible for collecting taxes were required to fully comply with Sharia law, ethical standards and administrative procedures.

In "Majma al-Arqam", Mirza Badi described the tax collectors: "Some of the thousand will have the dignity of Noah and the good deeds of Job, and may Allah bless them both!¹⁸". With this, it was said that tax collectors should have the same qualities. Because, in the process of collecting taxes and distributing them, there were cases of betrayal of state property. Such cases were clearly eliminated by Emir Shah Murad. When it became known that Kushbegi Nizamulmulk was involved in corruption, bribery and abuse of power, treason in the process of collecting taxes, he executed him in front of everyone and confiscated his property, distributed his property to cover the damage caused to the population¹⁹.

By order of Amir Shah Murad, the collected taxes and their spending were checked. The data on attracted and spent funds are compared. If the costs changed, they were accompanied by additional changes depending on the cost. Expense reports and notices are attached. Whoever needs funds for expenses, he applies, motivating this on the basis of a notice²⁰. The appeal is considered and appropriate funds are allocated and an expense report is provided. Each county's income and expense tax return is kept in its place so you don't lose your account.

Amir Shah Murad made sure that the proceeds from the fund's property and other obligatory payments were spent not only in a notification manner, but also in the interests of the people. He also used the collected taxes to build madrasahs, mosques, khanakas, schools, and restore cemeteries. A system of additional tuition fees at the expense of taxes has been introduced for madrasah students who have deeply learned the norms of Sharia.

Amir Shah Murad did not even use the funds collected in the state treasury for his own personal interests. His clothes were simple, his turban was made of six meters long karbas²¹, his shoes were made of goatskin leather. His personal expenses, clothes, food, expenses of family members, were at the expense of juzei²², which were paid by the Gentiles. The food was very modest, mostly porridge - millet, barley, rice. Weekly meat was one quarter (two hundred and fifty grams). Also, his weekly expenses did not exceed two coins.

In conclusion, this article focuses on the tax system and types of taxes during the reign of the Emir of Bukhara Shah Murad ibn Daniyalbi and the procedure for collecting taxes and those

responsible for collecting taxes in the emirate. Functions of officials, territory, level of example in the tax system. The fact that the emir himself is the highest authority in the tax system and accepts citizens' appeals shows that in his time the system was placed on the level of justice and humanity. This shows that in the Emirate of Bukhara, punishment for violation of the established norm in the tax system was inevitable. The rights of citizens to property were protected in accordance with the established procedure.

Also, they considered the collection of taxes to the state treasury and the use of treasury funds. Treasury funds were used mainly in the legal, social, economic spheres, and also low-income citizens were under the protection of the state. An interesting fact is that three out of four treasuries are directed to support the poor. This is to serve as a basis for the human requirements of their time. Always the interests of the individual must be fundamental in every public administration.

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FORMATION OF CHILDREN'S LOGICAL THINKING CONCEPTS IN PEOPLE'S PEDAGOGY THROUGH PUZZLES

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ABSTRACT

The article deals with one the most important problems of bringing up children of preschool age and the influence of works of Karakalpak folklore as fairy tales, riddles, twisters, proverbs and sayings, children's poem's and phymes onto children's psychology. The in educational role are revealed on the bage of theoretical and historical aspecta of pedagogics.

KEYWORDS: *Children Of Preschool Age, Children's Psychology, Psychology Area, Teaching Logically, Area Of Fine Psychologism, Aethetik Influence, Children's Folklore, Aesthetic Education, The Means Of Psychological Development, Childre's Folklore And Education.*

INTRODUCTION

Man is a part of nature. Man may have been tied to nature by invisible threads. For this reason, each person determines his relationship with nature according to the natural environment and geographical conditions in which he lives. Every natural phenomenon seems to be rich in mystery and industry, and naturally, man strives to discover it with his own observation, imagination, to imagine the mysterious world in different ways, to embrace it through symbols. thus seeking to see objective existence with the imagination of thought. We find that such discoveries occurred in the most ancient times, when man was a helpless creature in nature.

In the riddles, the basic roots of the perception of existence, the observation of life events, thinking about them, the human worldview are revealed. The riddles created in these times are characterized by simplicity, eloquence, the fact that the objects being compared are not far from the environment in which people live, and the expression in riddles of things known to human natural senses. For example, "I could not write on the carpet (sky)", "Arrow on the head of the kerege" (Sun), "Half a loaf of bread on the top of the mountain" (moon), "Small stone on the house" (star).

In some puzzles, there is life in heaven, where people live as on earth, and the evolution of ancient human thought and observation with the notion that the celestial bodies in the universe are the children of a great creator.

Someone has a son and a daughter. The face of the world knows them the son sleeps at night and the daughter sleeps during the day. Traces when walking unnoticed

The puzzles reflect the life of the people, their way of life, the surrounding nature, occupation, flora, fauna, natural phenomena, the number of years and months, and so on. It finds its expression. For example:

A huge tree with twelve branchesn.

Thirty leaves on each branch.

One side of the leaf is black and the other side is white (12 months, 30 days, 30 nights)

In this puzzle, the dates of the moon and the year are thought of as large trees. Rain after thunderstorm, wind vortex, fire, snow, crops: corn, wheat, cotton, melon, pepper, onion, carrot, sunflower, flowers and horticultural fruits: grapes, grapes, grapes; wild cherries, wild cherries, blackberries, sagebrush, donkeys, sagebrush, reeds, firewood, and watermelon are described as separate puzzles. They use a wide range of expressions, animations, analogies, symbolic equations, adjectives, fantastic imagery, imagery, observations, which emphasize the logical thinking of the younger generation, and the use of artistic metaphors in their aesthetics. Along with the subject to be found, the riddles, which are disguised as beautiful words, firmly place their linguistic expression in the minds of children, which in turn inspires them to the art of speech, the poetic expression of thought, and thus the development of intellectual thinking and language. This is because even in the Avesta, which is considered to be the oldest book, it is not in vain that it is said, "Good thoughts, good words, good deeds."

In folk pedagogy, the tradition of teaching young people to comprehend the world, the role of teaching young children to comprehend the human and animal world through folklore, and thus to improve their logical thinking.

Indeed, the whole life of mankind is the study of the mysteries of the universe, the units and elements of the natural and social environment that surrounds it, the relations and connections between nature and man, the existence of things and objects in the universe, humanity and the animal world. - to study and learn about causal connections with events. Young children are the youngest generation in the early stages of learning about the wonders, mysteries, and realities of the universe. There are various ways and means of teaching them this world in life, and there is a special place for riddles among them.

Inventions, like any other product of creation, have been evolving and improving over the centuries in harmony with humanity, and have been ruling and living as a means of human knowledge and understanding. They reflect the basic means of subsistence, profession, way of life, the means of subsistence, foodstuffs, clothing, and manners necessary for human activity.

It is known that the main source of human livelihood is livestock and agriculture. Before reaching the stage of cultural life, mankind made its living by animal husbandry and agriculture. Livestock breeding is one of the oldest occupations of human beings.

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CLASSIFICATION OF SPEECH ACTS

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ABSTRACT

The article discusses speech acts and classification of speech acts, aspects of the analysis of a speech act. It also deals with the five basic kinds of illocutionary acts are: representatives (or assertives), directives, commissives, expressive, and declarations. The theory of speech acts distinguishes three levels, or aspects of the analysis of a speech act. First, a speech act can be viewed as actually saying something. He only gave characteristic examples of such acts - question, answer, informing, assurance, warning, appointment, criticism, etc., noting that each language has its own nomenclature of such actions.

KEYWORDS: *Speech Act, The Communicative Situation, Extra linguistic Purpose, Latin, Speaking*

INTRODUCTION

Since a speech act is a type of action, its analysis uses essentially the same categories that are necessary to characterize and evaluate any action: subject, goal, method, tool, means, result, conditions, success, etc. The subject of speech act - the speaker makes a statement, as a rule, calculated on the perception of it by the addressee - the listener. The utterance acts both as a product of a speech act and as a tool for achieving a specific goal. Depending on the circumstances or the conditions in which the speech act takes place, it can either achieve the goal and thus be successful, or not achieve it. To be successful, a speech act must at least be appropriate. Otherwise, the speaker will face a communicative failure, or a communicative failure.

Analysis:

The conditions that must be met in order for a speech act to be recognized as appropriate are called the conditions for the success of a speech act. So, if a mother says to her son: "Sit down for lessons!", then she thereby performs a speech act, the purpose of which is to induce the addressee to perform the action indicated in the statement used to achieve this goal. If the lessons have not yet been done, if the son is able to do them, and if this is not a duty that he usually performs without any reminders, then this speech act is recognized as appropriate, and in this, communicative, sense, successful. If at least one of the above conditions is not met (the lessons have already been done, or the son is in bed with a high temperature, or he himself, as usual, was going to sit down for lessons), the appropriateness of the mother's speech act may be called into question, and because of this he may be a communication failure. But even if all the conditions that ensure the relevance of the speech act are met, the result to which it will lead may or may

not correspond to the goal set by the speaker. So, in our example, the result of the mother's speech act can be both the consent of the son to perform the specified action, and the refusal to perform it. Refusal at the same time can be both motivated (for example, by the desire to watch your favorite TV show or the fact that there are no lessons) or unmotivated.

Finally, through speaking (in Latin, *per locutio*), a person achieves certain results by making certain changes in the reality around him, in particular and, above all, in the mind of his interlocutor, and the resulting result of a speech action may or may not correspond to that non-verbal the purpose for which it was intended by the speaker. The speech act, considered in the aspect of its real consequences, acts as a perlocutionary act. So, in our example, the mother's statement could, for example, distract her son from a computer game and for this reason cause him dissatisfaction or surprise him (if the mother had already checked the lessons he had learned, but managed to forget about it out of absent-mindedness), or in some other way affect his psyche. The perlocutionary act and the corresponding concept of the perlocutionary effect is that aspect of speech activity that rhetoric has long been engaged in, studying the optimal ways of influencing speech on the thoughts and feelings of the audience.

So, the speech act is a rather complicated phenomenon. The theory of speech acts distinguishes three levels, or aspects of the analysis of a speech act. First, a speech act can be viewed as actually saying something. Considered in this aspect, the speech act acts as a locutionary act (from the Latin *locutio* "speaking"). The locutionary act, in turn, is a complex structure, since it includes both the pronunciation of sounds (the act of phonation), and the use of words, and their linking according to the rules of grammar, and the designation of certain objects with their help (the act of reference), and attributing certain properties and relations to these objects (the act of predication).

Linguistics has for a long time been focused on the study of the locutionary aspect of the speech act. Considering statements regardless of the communicative situation in which they were used, phonetics described their sound side, lexicology - their vocabulary, syntax - the rules for connecting words in a sentence, semantics gave this sentence an interpretation, reducing it to the objective, i.e. devoid of truth value, the content of the judgment expressed by the sentence, in other words, to the propositional content, or proposition, expressed by the sentence.

However, a person, as a rule, does not speak for the sake of the process of speaking: not in order to enjoy the sounds of his own voice, not in order to make a sentence out of words, and not even just in order to mention some objects in the sentence and attribute them to certain properties, thereby reflecting some state of affairs in the world. In the process of speaking (in Latin *per locutio*), a person simultaneously performs some action that has some extralinguistic purpose: he asks or answers, informs, assures or warns, assigns someone to someone, criticizes someone for what something, etc. A speech act, considered from the point of view of its extralinguistic purpose, acts as an illocutionary act. The integral, i.e., generalized and integral characteristic of an utterance as a means of carrying out an illocutionary act, is called the illocutionary function, or illocutionary power of the utterance.

Dissecting the content of the utterance at the illocutionary level of the analysis of the speech act, two main components are distinguished in this content: the illocutionary function (F) and the proposition (P), generally representing it as a formula F(P).

Thus, the content of the utterance in the example considered above is decomposed into the propositional part 'you sit down for lessons' (with the affirmativeness removed, that is, without the truth assessment) and the illocutionary function 'inducement'. The question expressed by the sentence Are you sitting down to study? has the same propositional content, but a different illocutionary function, that of a question; meaning of saying I promise.

Thus, the main novelty of the three-level scheme of analysis of speech action described above, proposed by the English philosopher and logician J. Austin, is the concept of an illocutionary act and the corresponding semantic concept of an illocutionary function (force), since they reflect such aspects of the act of speech and the content of the utterance that are not received an adequate description neither in traditional linguistics nor in classical rhetoric. Naturally, it is this aspect of the speech act that is given the main attention in the theory of speech acts.

Research Method and Procedure

J. Austin, who laid the foundations of the theory of speech acts in his Oxford lectures in the second half of the 1950s (they were published posthumously in the form of a book *How to Do Things with Words* in 1962, a Russian translation was published in 1986 under the title *Word as Action* in the 17th release of the publication *New in Foreign Linguistics*), did not give the concept of an illocutionary act a precise definition. He only gave characteristic examples of such acts - question, answer, informing, assurance, warning, appointment, criticism, etc., noting that each language has its own nomenclature of such actions. Later, in the theory of speech acts, the distinctive features of the illocutionary act were revealed: it differs from the locutionary act on the basis of intentionality, i.e., connection with a specific goal, intention, and it is opposed to the perlocutionary act on the basis of conventionality, i.e., the presence of certain rules, the action in accordance with which automatically ensures the successful implementation of this illocutionary act by the speaker. Some of these rules are the rules of the language: in the languages of the world there are special formal means that directly or indirectly indicate the illocutionary function of a speech act.

First of all, there is a special class of sentences that directly expresses the illocutionary function of the utterance that is produced with their help. These are the so-called performative sentences. The basis of the lexico-semantic structure of these sentences is the so-called illocutionary verb, i.e. a verb belonging to a subclass of speaking verbs and containing in its lexical meaning components indicating the purpose of speaking and certain conditions for the implementation of a speech action, for example, ask, congratulate, assure, promise, etc. However, the presence of an illocutionary verb is not a sufficient condition for a sentence to be performative. For this, it is also necessary that the illocutionary verb be used not to describe a certain situation, but in order to clarify what speech act the speaker performs when using this sentence. In other words, the illocutionary verb must be used performatively (and not descriptively).

The semantic specificity of a performative sentence, its difference from an ordinary declarative sentence, is that an ordinary declarative sentence is used to represent a certain state of affairs, i.e., to describe, report, assert, etc., and a performative sentence does not serve to description of the action that the speaker performs, but for the explication of what kind of action he performs. The referent of an ordinary declarative sentence, for example, I am drawing you, is some situation that exists independently of the speech act, and the referent of the performative sentence I greet you in its normal use is the speech act of its use itself. In short, a performative utterance has the property of self-referentiality. An ordinary declarative sentence, when used,

becomes a statement that can be evaluated as true or false, while performative sentences in the typical context of their use cannot be applied to this kind of evaluation. So, we can say that the sentence I am drawing you will be either true or false depending on the real state of affairs in the context world (cf. possible reactions - Yes, this is really true or No, this is not true: you do not draw, but just drive pencil on paper / you are not drawing me at all), but we cannot say the same about the proposal I greet you. In the normal case of using such a sentence, the question of the truth or falsity of the words of the speaker does not arise. The corresponding statement can only be evaluated as appropriate or inappropriate, but not as true or false. In this connection, one also speaks of the self-verification of performative sentences, i.e., their truth by virtue of the very fact of their use.

The classical form of a performative sentence has a subject expressed by the personal pronoun of the first person singular, and a predicate agreed with it in the form of the indicative mood of the present tense of the active voice. For example, (I) promise you to improve. However, Austin pointed out that performative use is not the exclusive privilege of the sentence model with the verb-predicate in the named form.

In the two properties of an illocutionary act - intentionality and conventionality - lies the contradiction inherent in a speech act between two moments inextricably linked in it: subjective (the goal of the speaker) and objective (independent of the speaker, ways to ensure recognition of this goal by the listener).

So, the main feature of an illocutionary act is its purpose. This does not mean any goal for the achievement of which we perform a speech act, but only one that, in accordance with our intention, should be recognized by the addressee. Only such a goal, open to recognition, is called illocutionary; it, in principle, may not coincide with the true purpose of the speaker. So, wanting to send an annoying guest out and knowing that he is at odds with NN and is unlikely to want to meet him, the host can say: Yesterday NN called and said that he would come in today around nine. The true goal of the speaker - to induce the listener to leave - cannot be considered as the illocutionary goal of his speech act, because it is hidden and it is not at all necessary (and in some cases undesirable) for the addressee to recognize it in order to achieve it. The illocutionary purpose of the speech act in this case will be the purpose of providing the addressee with some information [2,59]. This goal, and in this case only it, is presented openly to be identified as such. Therefore, this speech act at the illocutionary level of analysis will be considered as a message, not an impulse.

Illocutionary acts differ not only in their purpose, but also in a number of other ways. The most famous universal classification of illocutionary acts was built by the American logician and philosopher J. Searle. The basis of this classification is a group of features, which the author himself calls "directions of differences between illocutionary acts." The most significant of them are:

purpose (for example, for a message - to reflect the state of affairs in the world, for an order - to induce the addressee to act, for a promise - to make a commitment, for congratulations - to express a certain emotion of the speaker);

- the direction of the correspondence between the statement and reality (for example, in the case of a message, the statement is brought into line with reality, in the case of an order, on the contrary, reality must be brought into line with the statement);

- The internal state of the speaker (for example, when affirming - the presence of an appropriate opinion, when promising - intentions, when asking - desires, when giving thanks - a feeling of gratitude);
- features of the propositional content of a speech act (for example, in a prediction, the content of a proposition refers to the future tense, and in a report, to the present or past; in a promise, the subject of the proposition is the speaker, and in the request, the listener);
- the connection of a speech act with extra linguistic institutions or institutions (for example, the speech act of appointing someone as one's deputy, usually drawn up in the form of a document, implies the existence of some organization within which the speaker must be endowed with appropriate powers, part of which he is with the help of this speech act endows another member of this organization, compare with similar goals, but institutionally not regulated cases when we ask someone to replace us - to act as our "deputy" - in some unofficial role: to visit our relative in the hospital instead of us, go instead of us to the parent meeting at school, etc.) [3,62].

Given these parameters, the whole set of illocutionary acts was divided by Searle and is divided into five main classes:

The representatives, oriented from reality to the statement, aim to reflect the state of affairs in the world, assume that the speaker has an appropriate opinion, and their propositional content is not limited in any way. Examples of representatives: communication (cf. Chemistry exam scheduled for June 2), condemnation (cf. You are doing wrong), prediction (cf. This conflict will escalate into a full-scale war), qualification (cf. Such actions are a gross violation of the charter), recognition (cf. I've been deceiving you all this time), description (cf. The house is located on top of a hill and surrounded by a magnificent garden).

Directives, with an orientation from statement to reality, aim to induce the addressee to do / not to do something, suggest that the speaker has a corresponding desire, and their propositional content always consists in the fact that the addressee will / will not perform some action in the future. This class includes requests, prohibitions, advice, instructions, appeals and other types of incentive speech acts.

Commissives, oriented, like directives, from the statement to reality, are used by the speaker in order to bind himself with an obligation to do / not do something, suggest that he has a corresponding intention, and their proposition always has the speaker as its subject. Examples of commissions: promise, oath, guarantee.

Expressives aim to express a certain psychological state of the speaker (feeling of gratitude, regret, joy, etc.) as a reaction to the state of affairs defined within the framework of the proposition. The direction of the correspondence between utterance and reality is not essential for them, since the state of affairs that serves as a reason for the expressive (what we congratulate, for which we thank or apologize, etc.) is not the main content, but the premise of such a speech act - his presupposition. The propositional content of the expressive assigns some predicate to the subject, which can be either the speaker (so when we say Sorry for being late!, then we are talking about our own lateness), or the listener (so, when we say Thank you very much for your help!, then we have in mind the action performed by the addressee of the utterance). The fifth illocutionary class - declarations - differs from the other four in terms of connection with extralinguistic institutions and the specificity of the correspondence between the

statement and reality arising from this fact: by declaring (declaring) a certain state of affairs as existing, the speech act of the declaration thereby makes it exist in the real world.

CONCLUSION:

The present study has provided a review of the previous researches on speech act recognition. Speech act theory serves as the theoretical foundation for studies on speech act recognition. Researches generally focus on the automaticity of speech act recognition, illocutionary force indicators and the cognitive functions behind speech act recognition. Detailed analysis about illocutionary force indicators include the context, performative verbs.

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EDITING WORDS IN THE TEXT OF NAVOI GAZELLES

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ABSTRACT

The article tells about the efforts of the great poet Alisher Navoi in compiling the poems "Khazain ul maoniy", in particular, the editions of his collections of poems "Badoe ul bidoy" and "Navodir un nikhoya".

KEYWORDS: *Khazain Ul-Maoni, Textual Criticism, Ghazal, Bayt, Misra, Badoye Ul-Bidoya, Edit, Devon.*

INTRODUCTION

The spiritual need for the work of the great poet existed at one time and is still relevant in the modern globalized world. This is evidenced by the fact that the works of famous artists have been published, lithographs have been published and many copies have been issued since the last century. A scientific-critical text of the great poet's lyrical heritage has been created, and his academic and popular publications were published several times in the 20th century. Among them is the 20-volume book "Alisher Navoi. Volumes 1-6 of the Complete Works are of particular importance. It also includes the first Devons of Navoi and the Khazain ul-Maoniy College. In the process of including the poet's ghazals in the divan "Badoye ul-bidoya" in "Khazain ul-maoniy", the author admits that they were edited by him and a friend of his contemporary Hussein Boykaro [3. 12]¹. Therefore, there are different textual differences between the gazelles "Badoi ul Bidoya" and the same gazelles "Khazain ul maoniy", but they could be copied by scribes in a modified form, and when translated from Arabic writing into the current script, a form that actually differs from one letter may have arisen due to different readings of similar words. The most scientific study of these issues and coming to certain conclusions will allow us to better understand the essence of the great poet's poems. When studying the issue of including a ghazal in the Badoyi ul Bidoya collection in the Khazain ul Maoniy collection, the text of a particular ghazal is edited and the increase in the number of bytes in it occurs very rarely. "I opened my chest and looked at my heart"² [1. 517] can serve as proof of our opinion.

I opened my chest and looked around

Each bribe is a hundred bribes.

Tanim mehnat sipehri, anda, wah, paykoningu ashkim

A planet that is constantly evolving.

I was hurt, I was hurt, I was hurt

I'm hurt, and now I'm sorry.

While you're playing, I'm on a sick road

I keep begging you to take a look.

Like you're out of your mind

It is hard to say.

If death is not difficult, then it is painful for people

Death takes care of Majnun and distracts Layla?

Navoi punched him in the chest and said, "I understand."

Whoever makes the imaginary jury controls [1. 517]

The text of this ghazal consists of seven bytes in the office of "Badoye ul-Bidoya", and in the office of "Badoye ul Wasat" it turns out to be nine bytes. This ghazal is one of Alisher Navoi's love poems. The poem tells about the situation of a lover who fell in love with his beloved and fell in love as a result. The first verse describes the state of mind of the lyrical hero who stabbed himself in the chest, looked into his heart and said that his heart was a hundred bribes from the knife of grief. The second verse of the ghazal corresponds to the third verse in the text of the ghazal in Badoyi ul Wasat. In it, the lover describes his state, that his body is a sky of sadness, that the eyelashes and tears of his beloved have fallen on his heart that they are in his heart like a motionless planet. In the third verse, the lover again talks about his condition and says that I was hurt, I was hurt, and now my helplessness is a cure. This begs the question. Why did the lover suffer? The reason for this is that a great poet appears when he considers a person who is not in love to be sick. When he falls in love with his beloved, he falls in love with a new pain, with love. It should be noted that this verse does not occur in the text of the ghazal in Badoyi ul Wasat. The fourth verse says that the lover turned to his mistress and casually played with her, and the lover repeatedly begged and groaned to see her beauty. The fifth verse of the aforementioned ghazal is mentioned as the seventh verse in the ghazal text in the Badoyi ul Wasat divan. The next sixth verse appears as the fifth verse in the ghazal text in the Badoyi ul Wasat divan. If for lovers the pain is not worse than hijra, then why did death save Majnun and bother Leila?! The fact that death bothered Lili is a sign that she died before Majnun. Otherwise, Layli would have lost Majnun and would have suffered in the agony of the hijra.

The last part of the praise is given in the ninth verse of the ghazal text in the "Badoyi ul Wasat" divan. Anyone who sees the image of imagination, that is, imagination, understands that in this way the Hajj stung Navoi's chest. Thus, the great poet points out that one can see the heart of an emigrant through the eyes of the heart. The text of the above ghazal appeared in the text of the Devonian ghazal "Badoyi ul Wasat" in the form of nine bytes. The second, third, sixth, seventh and eighth verses of this ghazal are not in the first collection of Alisher Navoi "Badoye ul Bidoya".

In the second couplet of the ghazal, the lyrical hero describes his situation. The lover throws hijra stones at the heart of the lover whose heart is broken by the pain of love. The lover who considers the suffering of his beloved sacred puts the stones he throws into his heart. In the third verse, the lover turns to his beloved and expresses his love. You captivated my body with your love, do not reject my love. Since the flesh has fallen on the grass, there is no other choice but to

burn it. The verse shows that the creator expressed his love for his beloved in the language of the lyrical protagonist. In the sixth verse of the ghazal, there is an idea that "if a person swallows wine, he thinks that he drank blood, and if he drinks water, he will miss the time when he drank wine." In the next verse, the lover's grief is described as the torment of his beloved, burning with love and unable to reach him. In verse 8, the angel's surrender is like the devil's arrogance.

When editing the ghazal, which begins with the line "I opened my heart and opened my heart" in the composition "Badoyi ul bidoy", it was noticed that "Badoyi ul wasat" gave Devon a different look and meaning. The first, fourth, sixth and seventh bytes of this ghazal are saved when editing the text of the "Badoyi ul bidoy" divan. The second, third and fifth bytes are missing from the Badoyi ul wasat text. The bytes parsed above have been added to Badoyi ul wasat. These verses make the ghazal more attractive.

To all appearances, our comments on the textual differences between certain ghazals and divans indicate that there is still a need for significant research in this area. On the basis of a comparative study of such differences, it is possible to clarify to some extent the corrections made by the great poet and correct some errors. This is a factor for a deeper study of the universal ideas of the great poet, put forward in the ghazal.

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CARDIOVASCULAR DISEASES AS A RISK FACTOR FOR THE DEVELOPMENT OF SEVERE COVID-19

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ABSTRACT

The new coronavirus infection COVID-19 is characterized by an unpredictable course and a high incidence of severe lung damage with untimely and inadequate therapy. The new coronavirus infection COVID-19 is characterized by an unpredictable epidemiological process, and is also a global threat to human life and health. It can be assumed that there are certain conditions that affect the incidence, progression and severity of the new coronavirus infection.

KEYWORDS: *Infection, Diabetes Mellitus, COVID-19, Coronary Syndrome.*

INTRODUCTION

In the context of the COVID-19 (COroNaVirus Disease 2019) pandemic, the healthcare systems of all countries have faced a severe test. At the time of writing, according to Johns Hopkins University, this infection has been detected in > 103 million people worldwide, ~ 2.3 million of them have died.[one]. Despite the fact that the disease is asymptomatic, on average, in 50% of cases, and a mild course of the disease is observed in 80% of patients, a fairly significant proportion of those infected suffer severe COVID-19[2]. In the vast majority of studies, cardiovascular disease (CVD), arterial hypertension (AH), diabetes mellitus (DM), obesity are the main risk factors, and comorbidity is a key independent predictor of severe course and even death in COVID-19[3][four][5]. The course of the infectious process can serve as a cause of decompensation of chronic CVD, and provoke the onset of acute ones. Despite emerging seemingly optimistic statistics from around the world on a more than 40% drop in acute coronary syndrome (ACS) hospital admissions during the global lockdown, this decline may well be a warning sign of a potential increase in sudden cardiac death, worsening course of ACS, an increase in the number of complications in the future[6][7].

Purpose of the study. Assessment of cardiovascular diseases as a risk factor for severe COVID-19 among the working population on the example of Russian Railways. Material and methods. During the study, the main and control groups were formed. The main group included data from 2452 (n=2452) people from among the sick, for whom medical documentation was provided, from which the following information was obtained: outpatient or inpatient type of treatment, the severity of the inpatient course of the disease - mild, moderate or severe. The main group included 1615 men (65.8%) and 837 women (34.2%), the average age of patients was 41.0 ± 10.4 years. The control group randomly included 2911 (n=2911) employees who did not become ill with COVID-19, comparable in age, gender, and area of residence. Of these, 2172 (74.6%) men and 739 (25.4%) women, the average age of the subjects was 42.8 ± 10.7 years. An analysis was

made of the frequency of occurrence of cardiovascular diseases in persons of the main and control groups. The frequency of occurrence of signs was compared using the χ^2 method.

Cardiovascular disease as a risk factor for the development of severe COVID-19 was assessed by univariate analysis.

Results

Significant factors of differences between the main and control groups were: gender and smoking. There was a tendency to associate the severe course of COVID-19 with the presence of cardiovascular diseases. As the severity of COVID-19 increases, a trend towards an increase in the incidence of cardiovascular disease has been established. The presence of other cardiovascular risk factors (male gender, smoking, obesity, diabetes mellitus) is significantly associated with a higher frequency of occurrence in the diseased group compared to those who were not ill.

CONCLUSIONS

Cardiovascular disease may be a significant risk factor for developing severe COVID-19 in the working population. Timely diagnosis, adequate correction of cardiovascular diseases can reduce the likelihood of developing a severe course of COVID-19.

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**"STUDYING THE PECULIARITIES OF INCREASING THE
EFFICIENCY OF PREDICTION AND PREVENTION OF RENAL
FAILURE IN PATIENTS WITH HYPERTENSIONAL NEPHROPATHY»**

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ABSTRACT

In recent decades, along with cardiovascular manifestations, the incidence of renal lesions has increased in arterial hypertension (AH). It follows that the development and implementation of measures to combat the complications of hypertension, in particular, the prevention of kidney damage, is a priority in healthcare. The system of measures for predicting the risk of developing hypertensive nephropathy is a strategic basis for developing a prevention system, which is the purpose of this study.

KEYWORDS: Arterial Hypertension, Kidneys, Diagnostics, Treatment.

INTRODUCTION

A feature of the pathology of the kidneys is that with the development of a detailed picture of the disease or complications, such as chronic renal failure, it is not possible to radically affect the progression of the disease. And the only thing in this case is a decrease in the rate of progression of renal failure [1]. Kidney damage in hypertension is an example of this. Often, the risk of development and progression of kidney pathology in AH depends on the factorial environment [4]. Thus, the discovery of risk factors is a key step in understanding the pathogenesis pathways leading to the development of pathology and the identification of effective strategies to prevent the development and progression of the disease (Brenner BM, 2007). Impaired kidney function is one of the most important risk factors for cardiovascular complications. (SSO). The results of epidemiological studies indicate that early subclinical impairment of kidney function is an independent risk factor for CV events and death. The kidneys are part of the microcirculatory system of the body, they affect the formation of arterial hypertension, especially in combination with diabetes mellitus, heart failure and other renal diseases [1, 6, 8]. The appearance of microalbuminuria (MAU) and a decrease in the glomerular filtration rate (GFR) are considered as markers of an unfavorable prognosis for common cardiovascular diseases and are a reflection of the concept of cardiorenal relationships that has recently become widespread [2, 3, 7]. that early subclinical renal dysfunction is an independent risk factor for CV events and death. The kidneys are part of the microcirculatory system of the body, they affect the formation of arterial hypertension, especially in combination with diabetes mellitus, heart failure and other renal diseases [1, 6, 8]. The appearance of microalbuminuria (MAU) and a decrease in the glomerular filtration rate (GFR) are considered as markers of an unfavorable prognosis for common cardiovascular diseases and are a reflection of the concept of cardiorenal relationships that has

recently become widespread [2, 3, 7]. that early subclinical renal dysfunction is an independent risk factor for CV events and death. The kidneys are part of the microcirculatory system of the body, they affect the formation of arterial hypertension, especially in combination with diabetes mellitus, heart failure and other renal diseases [1, 6, 8]. The appearance of microalbuminuria (MAU) and a decrease in the glomerular filtration rate (GFR) are considered as markers of an unfavorable prognosis for common cardiovascular diseases and are a reflection of the concept of cardiorenal relationships that has recently become widespread [2, 3, 7].

For a long time, the only variant of kidney damage in arterial hypertension (AH) was considered hypertensive nephroangiosclerosis (damage mainly to the glomerular apparatus of the kidneys in AH). Concomitant hypertension also predisposes to the development of hypertensive nephroangiosclerosis - type 2 diabetes mellitus (DM), hyperuricemia, atherosclerotic stenosis of the renal artery - PA (ischemic disease).

kidney disease), embolization of PA with cholesterol crystals (CS), in which chronic renal failure (CRF) increases. Thus, the concept of "kidney damage in hypertension", or hypertensive nephropathy, combines several nosological forms:

1. Classical hypertensive nephroangiosclerosis (often in combination with concomitant chronic urate tubulo-interstitial nephritis and / or urate nephrolithiasis, diabetic nephropathy).
2. Atherosclerotic stenosis of the renal artery - ischemic kidney disease (IBD) and / or cholesterol embolism of the intrarenal vessels.

Let us consider these nosological forms in more detail.

Hypertensive nephroangiosclerosis is a lesion mainly of the glomerular apparatus of the kidneys in hypertension

Tubulointerstitial nephropathy is a primary lesion of the tubules and interstitial tissue of the kidneys due to immuno-inflammatory (autoimmune diseases), toxic (infections) and metabolic (impaired calcium, potassium, uric acid metabolism - urate nephrolithiasis) diseases. Diabetic nephropathy - kidney damage

in diabetes mellitus, the morphological basis of which is nephroangiosclerosis of the renal glomeruli.

Ischemic kidney disease (IBD) is an atherosclerotic stenosis of the renal arteries. UPS occurs predominantly in patients with widespread and often complicated atherosclerosis. Cholesterol embolism of the intrarenal vessels is a special variant of IBS, characterized by embolism of the intrarenal arteries by cholesterol crystals, the source of which is an atherosclerotic plaque localized in the abdominal aorta or in the main renal arteries.

Pathogenesis of hypertensive nephroangiosclerosis and ischemic kidney disease. A key determinant of deterioration in kidney function is an increase in systolic blood pressure (SBP). In hypertensive nephroangiosclerosis, damage to glomerular endotheliocytes is considered the primary link, which occurs as follows. With an increase in SBP, activation of the sympathoadrenal (SAS) and renin-angiotensin-aldosterone systems (RAAS), constriction of the afferent glomerular artery occurs with a decrease in effective renal blood flow (EPC) and the formation of angiotensin A11 (the leading factor), which causes spasm of the efferent glomerular artery and contributes to the development of intraglomerular hypertension with subsequent

hyperfiltration and increased protein permeability. In the future, hyperfiltration is aggravated, blood flow to the glomerular capillaries decreases,

Currently, hypertension is very often combined with other risk factors (RFs) for cardiovascular diseases: obesity, hyperuricemia, dyslipidemia, i.e. metabolic syndrome (MS), insulin resistance (IR) and type 2 diabetes mellitus (DM). Thus, an excess of insulin in the blood stimulates the proliferation of smooth muscle cells (SMC) of vessels, mesangial cells and renal tubulointerstitium, inducing the processes of local renal fibrogenesis. In addition, the end products of glycosylation cause the development of the phenomenon of persistent hyperfiltration, a fundamental component of the pathogenesis of diabetic kidney disease.

The consequence of impaired uric acid metabolism is urate nephrolithiasis and chronic tubulointerstitial nephritis (uric acid and its salts lead to tubulointerstitial fibrosis), which are already formed at the stage of hyperuricosuria. Thus, urate dysmetabolism, almost always associated with high blood pressure (BP), leads to urate nephropathy.

In obesity, the phenomenon of persistent hyperfiltration is well known. But the “nephrotoxic” hormone of adipose tissue, leptin, is still of decisive importance, as well as the transforming growth factor B-factor (TGF-B) and interleukin-6 produced by adipocytes.

As one of the likely mechanisms of kidney damage in AH, there may be a genetically determined insufficiency in the formation of endothelial vasodilators (primarily nitric oxide) in the renal microcirculatory bed.

Major Progression Factors

Kidney damage:

- Systemic hypertension;
- intraglomerular hypertension;
- proteinuria;
- Increased intake of protein from food;
- tubulointerstitial fibrosis (nephrosclerosis);
- hyperlipidemia;
- Hyperglycemia.

Ischemic kidney disease (IRD) develops with atherosclerotic stenosis of the renal artery (RA) and is determined by global hypoperfusion of the kidney tissue. In response to a decrease in the volume of blood entering the renal tissue, hyperactivation of the RAAS is observed, which makes it possible to keep the glomerular filtration rate (GFR) relatively constant. The renal tubulointerstitium is the most ischemic. As hypoperfusion increases, atrophy of the tubulointerstitium and its fibrosis increase. Complete obliteration of PA is always accompanied by atrophy of the corresponding kidney. Embolism of the intrarenal arteries is considered to be a special variant of the UPS with cholesterol crystals (CS), the source of which is an atherosclerotic plaque. Simultaneous massive embolism with crystals of cholesterol in the intrarenal vessels leads to a sharp ischemia of the renal tissue and acute renal failure (ARF), accompanied by an intractable rise in blood pressure. If the embolism grows slowly (chronic

variant), then cholesterol crystals injure the vessel wall, enter the renal tubulointerstitium, activate complement components and cause eosinophilic tubulointerstitial nephritis.

Diagnosis of kidney damage in arterial hypertension is based on the use of the following differential diagnostic features:

1. The duration of the existence of hypertension (history: arterial hypertension in young people, severe hypertension in people over 55 years of age).
2. Damage to other target organs (LVH, CHF, cerebrovascular disease).
3. The presence of risk factors: uric acid, glucose, insulin, dyslipidemia, obesity, abuse of non-steroidal anti-inflammatory drugs.
4. Presence of microalbuminuria — MAU, no changes in urinary sediment, stable renal failure (moderate hypercreatininemia, Table 1).

The clinical picture of kidney damage in AH (hypertensive nephroangiosclerosis) is nonspecific, for a long time this form of kidney damage remains almost asymptomatic [3, 5]. The changes relate to the appearance of "trace" microalbuminuria (MAU).

1. MAU (30-300 mg/day) is a "renal" sign of endothelial dysfunction.
2. Hypercreatininemia is moderate, its rate of increase is low ($>115-133 \mu\text{mol/l}$ or $>1.3-1.5 \text{ mg/dl}$).
3. To detect signs of kidney damage, the albumin / creatinine ratio should be used, at which values exceeding 30 mg of albumin per 1 g of creatinine are considered a deviation from the norm.
4. Changes in the urinary sediment are uncharacteristic of kidney damage in arterial hypertension.
5. Hypertensive nephroangiosclerosis appears later than the defeat of other target organs.

Ischemic kidney disease is diagnosed based on the following data (A.N. Mukhin, V.V. Fomin, 2005) [3]:

1. Risk factors for the development of atherosclerosis (smoking, hypercholesterolemia, hypertriglyceridemia, decreased levels of HDL, DM 2, hyperhomocysteinemia).

Table 1.

Urinary protein excretion (GNOK, 2008)

Albuminuria

Method for determining the norm of MAU or proteinuria

Proteinuria

Day. excretion $<300 \text{ mg/day}$ - $>300 \text{ mg/day}$

Test strips $<30 \text{ mg/dl}$ - $>30 \text{ mg/dl}$

Protein/Cr ratio $<200 \text{ mg/g}$ - $>200 \text{ mg/g}$

Albuminuria Sut. excretion Test strip Protein/Cr ratio <30 mg/day <3 mg/dL 30-300 mg/day >3 mg/dL >300 mg/day

<17 mg/g (M) <25 mg/g (F) 17-250 mg/g (M) 25-355 mg/g (W) >250 mg/g (M) >355 mg/g (W)

Table 2.

Clinical action plan depending on the stage of CKD (WHO, 2008)

CKD stage Description GFR (mL/min/1.73m²) Actions

- Risk group, risk factor CKD > 90 Screening, risk factor correction

1 Normal or elevated GFR > 90 Diagnosis and treatment of causes of kidney damage

2 Slight decline in GFR 60-89 Assess progression

3 Moderate decrease in GFR 30-59 Detection and management of complications

4 Severe decrease in GFR 15-29 Preparing for renal replacement therapy

5 End-stage renal failure <15 (or hemodialysis) Renal replacement therapy

2. Features of arterial hypertension (high levels of blood pressure, ISAH, onset of hypertension in old age, low efficiency of combined antihypertensive therapy).

3. The prevalence of atherosclerosis (presence of coronary artery disease, cerebrovascular disease, intermittent claudication syndrome, abdominal aortic aneurysm).

4. Features of renal insufficiency (long-term history of moderate creatininemia, a sharp deterioration in renal function when prescribing ACE inhibitors and ARBs).

5. Doppler ultrasound data of the renal arteries, multislice computed tomography, magnetic resonance imaging.

Cholesterol embolism is characterized by changes in the retina (Hollenhorst plaques), the results of a urine test (eosinophiluria), an increase in the serum level of CRP and ESR. Skin biopsy from areas of livedo reticularis (detection of cholesterol crystals) and kidney biopsy have a certain diagnostic value. Extrarenal manifestations of cholesterol embolism depend on the location of the emboli.

Treatment of patients with hypertensive nephropathy

The goal of treating patients with hypertension and kidney disease is to minimize cardiovascular and renal morbidity and mortality as much as possible. To achieve this goal, it is necessary

we go to control risk factors (smoking, dyslipidemia, diabetes mellitus), treatment of concomitant clinical conditions, treatment of elevated blood pressure itself (antihypertensive therapy).

Tasks of therapy; adequate control of blood pressure (<130/80 mm Hg), nephroprotection, especially in diabetic nephropathy, reduction of proteinuria or MAU to values close to normal.

In the presence of MAU or proteinuria, ACE inhibitors or angiotensin receptor blockers (ARBs) II with extrarenal elimination are the drugs of choice. To achieve the target level of blood pressure in kidney damage, combination therapy is often required, including a diuretic (in case of impaired nitrogen excretion of the kidneys - a loop diuretic) and / or a calcium antagonist. With

diabetes, taking into account the increased risk of cardiovascular complications, complex therapy is indicated: antihypertensive drugs, statins, antiplatelet agents, etc.

The main methods of treatment for lesions of the renal arteries. In case of vasorenal arterial hypertension (when atherosclerosis of the renal arteries is the cause of hypertension in 75% of cases), the main methods of treatment are symptomatic drug therapy, angioplasty and stenting of the affected renal arteries, and surgical treatment. Long-term combination therapy includes calcium antagonists, diuretics, statins, and low-dose aspirin. ACE inhibitors and ARBs are contraindicated in patients with bilateral hemodynamically significant renal artery stenosis or renal artery stenosis in a solitary kidney.

General principles for the management of patients with chronic kidney disease (CKD). CKD and CVD share modifiable risk factors, the most important of which are hypertension and diabetes. Strict control of hypertension is key to preventing the progression of CKD. The target BP level in patients with stage 3-4 CKD is BP < 130/80 mm Hg. Art. The management plan for patients with CKD takes into account the stage of renal dysfunction (Table 2) [4].

ACE inhibitors or angiotensin II receptor antagonists. All patients with CKD should receive ACE inhibitors or angiotensin II receptor antagonists that have been shown to slow the progression of CKD (without regard to blood pressure). However, in patients with hypotension (SBP <90 mmHg), potassium levels >5mmol/l, serum Cr >221 μ mol/l (2.5 mg/dl), ACE inhibitors and ARA II should be administered with caution. With a decrease in GFR <30 ml / min / 1.73 m², adjustment of the starting dose and ACE, and some angiotensin receptor antagonists (ARA) II is required. Diabetic nephropathy has special indications for the appointment of captopril, irbesartan, losartan. New blockers of the renin-angiotensin-aldosterone system (RAAS) are being studied - direct renin inhibitors (aliskiren).

Diuretics. Diuretics are required in most patients with CKD to achieve BP goals. Patients with GFR >30 ml/min/1.73 m² should be given thiazide diuretics once a day; those with GFR <30 ml/min/1.73 m² should receive loop diuretics (furosemide, torasemide) 1-2 times a day. Potassium-sparing diuretics should be used with caution in stage 4-5 CKD.

Other drugs. The antiproteinuric effect of calcium antagonists has been shown, for which dose reduction is not required with reduced renal function. Beta-blockers can be prescribed only if there are indications: myocardial infarction, stable angina, heart failure. In addition to standard therapy, moxonidine can be used in CKD. In CKD stages 2-3, a decrease in LDL cholesterol <100 mg / dl is recommended (prescription of simvastatin, atorvastatin, rosuvastatin). However, with a more severe degree of CKD, the advisability of prescribing statins needs to be clarified.

anemia correction. The presence of anemia is established when the concentration of hemoglobin (Hb) <130 g/l in men and <120 g/l in women. All patients with an Hb level <110 g/l are indicated for treatment with erythropoiesis/stimulant drugs, individually for each patient, depending on the stage of CKD, efficacy, safety, and the class of erythropoiesis/stimulant drug.

Thus, hypertensive nephropathy includes several nosological forms, united by the presence of hypertension syndrome, microalbuminuria, and stable renal failure. Timely diagnosis of kidney damage in arterial hypertension and targeted

naya therapy can prevent the occurrence and further spread of cardiovascular complications.

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HIGH SPIRITUAL GENERATION – OPPORTUNITIES CREATED FOR THE BUILDERS OF THE THIRD RENAISSANCE

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ABSTRACT

This article describes the consistent reforms, efforts and their results in building a new Uzbekistan in all areas of education, from kindergarten to higher education. Today we are talking about the problems and solutions of youth employment, women's legal literacy, paying special attention to the study of foreign languages.

KEYWORDS: *New Uzbekistan, Innovation, "Youth Book", Regulations, Presidential Scholarship, Register, Third Renaissance.*

INTRODUCTION

New Uzbekistan is a renewed society, changing and gaining strength, recognized by the world community, a free, world-facing country. New Uzbekistan is the noble dream of all of us, the dream of our hard-working, peace-loving people! This is the eternal dream of our ancestors, such as Imam Bukhari, Imam Termezi, Muhammad Khorezmi, Abu Nasr Farobi, Ahmad Fargani, Abu Mansur Moturudi, Abu Raykhan Beruni, Abu Ali ibn Sino! The builders of the new Uzbekistan are, of course, our youth. Such a spirit of greatness is in the blood of every young generation growing up in Uzbekistan. After all, the future of any society is the young generation. It is no coincidence that the personal activities, views and important directions of the head of our state are aimed at young people. It is also true that the issue of attitude towards youth, the creator of the future, the decisive force of tomorrow, has become a priority policy of the state. The words expressed by our President, expressing confidence in the youth, "If the people are the sea, then the youth are its waves," still resound in the hearts and ears of every young generation. At the initiative of the President of the Republic of Uzbekistan, 5 laws and 55 by-laws on youth policy for 2016-2021 were adopted. The fact that the Development Strategy for 2022-2026 is aimed at improving the Law of the Republic of Uzbekistan "On State Youth Policy", adopted in 2016, is an example of great attention and trust in the youth of our country.

First of all, as the President said, "Society will not change if we do not create conditions for education and teachers." Significant progress has also been made in the field of education in recent years. In particular, the activities of preschool institutions and secondary schools have been radically updated. Over the past five years, enrollment of young children in pre-school education has doubled. Today the number of kindergartens exceeds 14 thousand. In order to improve the quality of lessons, a system of additional payments has been introduced for young teachers who teach children in remote schools in other districts. In recent years, 98 specialized schools have been created for in-depth education of young people. By the decision of the

President, a fundamentally new military-academic lyceum “School of Temurbek” was created. At the same time, the creation of Presidential schools in each region also serves to educate talented and harmoniously developed youth.

Secondly, the enrollment of young people in higher educational institutions has increased. In 2016, there were 65 higher education institutions in the country, and by 2021, the total number of higher education institutions in the country has doubled to 127. In the 2016/2017 academic year, the admission rates were 57,907, and in the 2021/2022 academic year, the admission parameters increased by almost tripled to 157,755 people. In particular, the admission parameters based on state grants have been increased by 1.5 times. The issues of transferring students from foreign educational institutions to our universities, testing procedures were also approved, as well as the issue of testing knowledge at the same time in 5 universities was approved.

Thirdly, the state policy in the education system has been improved. In order to bring the education system to a new level, a new version of the Law on Education was adopted. In order to ensure the continuous education of young people, the law introduced full-time, part-time and distance learning, as well as a dual education system.

Fourthly, the necessary conditions are being created for young people to receive education. Starting from the 2021/2022 academic year, a new system for issuing educational loans by commercial banks based on the Central Bank has been introduced. In accordance with it, the main part of the student loan will be repaid by the student within 7 years from the seventh month after graduation. It is noted that children from families included in the Unified Register of Social Protection are not a pledge and guarantee for educational loans.

In 2020, at one of the meetings with the youth, the head of our state said: “Of course, together with the youth we will build a new Uzbekistan. It is no secret that 2020 will be a turning point in the state youth policy,” it is no secret that he meant strong conviction and clear plans. In particular, the introduction of the scholarship of the President of the Republic of Uzbekistan, funded from the state budget, for 200 young people who scored the highest scores in the entrance exams for full-time bachelor’s degree at state higher educational institutions is another confirmation of our opportunities for our youth.

Fifthly, in order to implement the idea “Respect for a woman is a criterion of goodness and justice”, increase the role and prestige of women in society, realize their talents and abilities, provide them with education and professional skills, employment, as well as the introduction of state scholarships for the admission of women on the recommendation of the mahalla and the Ministry of Family Support, as well as doubling the number of state grants for higher education for women from low-income families. The creation of such opportunities will serve to increase the social and political activity of girls and their support. As Saida Mirzoyeva said: “An educated man is the support of his parents, an educated girl is the support of the whole nation.”

Sixthly, President Shavkat Mirziyoyev paid special attention to the study of foreign languages and in one of his speeches said: “The main goal of learning languages is to establish mutually beneficial cooperation with far and near countries, primarily developed countries, using a foreign language, thereby making the country one of the developed countries in various fields. In May 2021, the President signed a resolution “On measures to effectively organize the promotion of the study of foreign languages.” In accordance with the resolution, an administrative regulation

was adopted on the full coverage of the cost of the exam for young people with high scores (degrees) in international examination systems.

Seventh, in order to prepare our youth in accordance with international standards and provide education and research work for young people in prestigious foreign universities, the El-Yurt Umidi Foundation has been established, which includes several grant programs for promising young people who speak a foreign language. I think that this program will help to reduce the level of staff losses nationwide.

In conclusion, it should be noted that the huge opportunities created for young people over the past five years have contributed to the achievement of high goals for them. This is evidenced by the achievements of our youth at the international and national levels. As a result of these reforms, there is no doubt that our future will be in the hands of brave young people. The future of the country is in the hands of the youth, because today's youth is the basis of our future, New Uzbekistan, the Third Renaissance.

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ANALYZING FACTORS INFLUENCING NON PERFORMING ASSETS FROM BANKER'S AND BORROWER'S PERSPECTIVE OF SELECTED COMMERCIAL BANKS IN CHITTOOR DISTRICT, ANDHRA PRADESH

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ABSTRACT

In the present scenario, NPAs have been the most vexing problem faced by commercial banks. The Govt. of India and Reserve Bank of India have initiated various measures to control NPAs in the post reform years. But banks are yet to solve the dilemma. This needs to be remedied. Thus, it is pertinent to examine the asset quality and NPAs of commercial banks in the present global competitive scenario. An investigation in respect of asset quality and NPAs of banks is therefore likely to be highly related academic issue particularly in a backward region. With this backdrop, an attempt has been made in this paper to examine the list of factors influencing Nonperforming Assets from banker's perspective and borrower's perspective in selected banks analyzed by using mean, standard deviation and t test in SPSS 20 for this objective a hypothesis framed as there is no significant difference between banker's perception and borrower's perception of the factors influencing Nonperforming Assets in the selected Commercial Banks in Chittoor District, Andhra Pradesh.

KEYWORDS: *Asset Quality, Nonperforming Assets, Mean, Standard Deviation And T Test*

INTRODUCTION

The nonperforming assets of banks are brought forward legacy accumulated over the past decades, when prudent norms of banking were unoccupied relaxing by the radiance of security provided by government ownership. It is not wrong to have pursued social goals, but this does not justify relegating banking goals and fiscal discipline to the background. But despite this extravagance the malaise remained invisible to the public eyes due to the practice of not following transparent accounting standards, but keeping the balance sheets vague.

In the milieu of the complex changes when the dilemma of bank's NPA was gradually recognized for the first time at its peak velocity during 2012-13, there was resultant uproar and confusion.

As the problems in large magnitude exploded unexpectedly commercial banks were unable to analyze and make a realistic or complete assessment of the prevailing situation. It was not realized that the root of the problem of NPAs was centered particularly in the economy of the country. The unpreparedness and structural weakness of our banking system to act to the emerging scenario and de-risk itself to the challenges thrown by the new order, trying to switch

over to globalization were only aggravating the crisis. The partial perceptions and hasty judgments led to a policy of ad-hoc-ism, which characterized the approach of the authorities during the last two decades towards finding solutions to banking ailments and dismantling recovery impediments. Repeated correctional efforts were executed, but positive solution.

The researcher selected these two banks because it is holding more than 40 years of experience in its industry one is standing as no.1 bank in India in public sector and the other had more experience in private sector and more number of branches are exists in rural, semi urban and urban areas in Chittoor district. Out of 8970 default borrowers 525 NPAs are selected for the study but 191 borrowers responded for the questionnaire.

Analysis of the study to know opinions of bank officials and borrowers regarding causal factors of becoming defaulters in both public sector and private sector banks in the study area. Follows Findings of the study are as under. The tables are formed on the basis of questions contained in the questionnaire.

There are list of factors affecting Nonperforming Assets in the respective banks are discussed with the bank officers and explained to the defaulters to know their opinion on these factors to reduce the annoy status of both bankers and defaulters. Later it is observed that it is relevant with the bank officers opinion need to consider more than defaulter. It is the reason behind knowing the opinion of bankers to avoid void answers given by the defaulters at the time of meetings conducted by the bank officers for on time / compromise settlements camps. So, here are the perception of bankers listed of both SBI and ICICI bank officers including Branch Manager, Recovery Managers, And Field officers etc.

OBJECTIVES

1. To examine the factors influencing Nonperforming Assets from banker's perspective and borrower's perspective in selected banks.

HYPOTHESIS

H0: There is no significant difference between the factors influencing NPA banker's perception and borrower's perception of public sector banks and private sector banks.

Sample Design

The researcher has selected SBI and ICICI bank for the study, under which one is public bank and the other is private sector. Researcher has collected all the primary data from these branches in Chittoor district. Apart from this information was collected from the loan recovery officers and other associates related to Nonperforming Assets management in selected banks in Chittoor district. The researcher has designed questionnaires followed by interview to get complete details for the study. In order to study the perception of the borrowers the researcher had prepared a separate questionnaire which fulfills the view/suggestions of borrowers. The researcher selected the borrowers in the NPAs list randomly because it became very difficult to locate each borrower and then making them to talk. The sample size conducted by the researcher in the present study is as follows

TABLE 1.3 SAMPLE DESIGN IN THE STUDY

Banks	Chittoor	Bank official	Respondents (bankers)	Sample defaulters	Respondents (defaulters)
SBI	70	43	43	315	107
ICICI	6	12	12	210	83
Total	76	65	65	525	190

Source: Reports of SBI and ICICI banks, Chittoor district

Data Collection

The researcher has collected information from both the sources i.e. primary data source and secondary data source. In the present study, the researcher adopted questionnaire method and observation method as primary data source and the numerical figures released by SBI and ICICI banks i.e. annual reports of respective banks as secondary data source.

TABLE 1.4 BREAK-UP OF RESPONSES OF SAMPLED EMPLOYEES

Name of banks	No of employees Interviewed	CEO	AGM	Branch Manager	Field officers
State Bank of India	43	1	4	12	26
ICICI	22	1	4	4	13
Total	65	2	8	16	39

Source: Reports of SBI and ICICI banks, Chittoor district

Primary Data

The primary data are those which are collected afresh and for the first time, and thus happen to be original in character. Major sources of primary data include the respondents who borrowed loans in banks and unable to repay in selected commercial banks in Chittoor District and loan recovery officers of NPAs in selected commercial banks in Chittoor district. There are various methods of collecting primary data; particularly for this study observation method and questionnaire survey is selected.

Primary data for the study was collected from bank officials and borrowers during January to September 2013. Questionnaire method was used to collect the reliable data from the respondents

A pilot study with a sample size of 50 responses was conducted before arriving at the final questionnaire. Based on feedback from respondents, the final questionnaire was prepared.

The final questionnaire consists of two parts:

1. The first part is for the bank branch officials
2. The second part has questions for the defaulted borrowers.

TABLE 4: FACTORS INFLUENCING NONPERFORMING ASSETS FROM SAMPLE BANKER'S PERSPECTIVE

Sl. No.	Particulars	Yes %	No %	Cannot say
1	Unwillingness to pay	82.05	13.25	4.7
2	Unforeseen domestic problems (death, divorce, illness and marriage)	91.03	3.42	5.55
3	Financial problems of the party	84.62	4.70	10.68
4	Wrong identification of beneficiary	79.91	11.11	8.98
5	Inaccurate pre sanction security and appraisal of loan proposal	90.60	4.27	5.13
6	Target oriented approach to lending by banks	83.76	4.27	5.13
7	Absence of credit information sharing among different financial institutions	88.46	5.56	5.98
8	Weak monitoring by bank officer	80.34	11.11	8.55
9	Inadequate laws to take appropriate action	75.21	6.41	18.38
10	In case of politicians the NPA chances are more for loans	71.79	18.38	9.83
11	Lack of initiative on the part of the banker	82.91	11.11	5.98
12	The bigger the size of loan, lesser the risk of NPA	53.85	21.79	24.36
13	Higher the monthly income, lower the chance of NPA of loan because of higher ability to pay	93.59	5.41	1.00
14	Greater the value of asset, lesser risk of NPA of loans its greater affordability	83.76	5.13	11.11
15	Presence of guarantor, the chances are more to recover the loan	90.60	4.27	5.13

Sl. No	Particulars	Yes %	No %	Cannot say
16	EMI to income ratio is positively associated with the estimated NPA loan	89.32	5.98	4.7
17	Presence of more number of borrowers reduces the risk of NPA in loan	86.75	8.12	5.13
18	The number of dependents increases, probability of NPA of loan also rises because of higher financial burden	88.03	10.97	1.00
19	Rural and semi urban borrower are riskier than urban borrowers of loan	82.05	11.54	6.41
20	Chances of NPA of loan are more in case of self employed	71.79	18.80	9.41
21	The chances of NPA of loan are more in case of service holders	44.02	49.15	6.83
22	The chances of NPA of loan are less in case of women borrowers as compared to men borrowers	84.19	5.98	9.83

23	In case of government employee the chances of NPA are more for loans	34.19	58.97	6.84
24	Employee working in private sector chances of NPA is more	71.37	18.80	9.83
25	In case of professionals the chances of NPA in loans are more	35.90	50.43	13.67
26	In case of semi-government employees the chances of NPA in loan is more	46.58	48.72	4.7

Source: Primary data collected from SBI bank officers, Chittoor district

Bankers Factors One-Sample Test						
	t	Df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Yes %	21.891	25	.000	75.64115	68.5247	82.7576
No %	4.976	25	.000	16.06346	9.4150	22.7119
Cannot say %	8.220	25	.000	8.0323	6.020	10.045

Source : calculated in SPSS 20

Bankers Factors One-Sample Statistics						
		Statistic	Bias	Std. Error	95% Confidence Interval	
					Lower	Upper
Yes %	Mean	75.64	.129	3.43	68.60	82.47
	Std. Deviation	17.61	-.701	2.89	10.09	21.64
	Std. Error	3.45				
No %	Mean	16.06	-.130	3.19	10.04	22.44
	Std. Deviation	16.467	-.755	3.10	9.192	20.77
	Std. Error	3.22				
Cannot say %	Mean	8.02	-.023	1.007	6.17	10.18
	Std. Deviation	4.98	-.253	1.15	2.53	6.85
	Std. Error	.97				

Source : Calculated in SPSS 20

Sl. No.	Particulars	Yes %	No %	Cannot say
1	Unwillingness to pay	69.57	13.04	17.39
2	Unforeseen domestic problems (death, divorce, illness and marriage)	94.57	5.00	0.43
3	Financial problems of the party	72.83	13.04	14.13
4	Wrong identification of beneficiary	91.30	0.70	8.00
5	Inaccurate pre sanction security and appraisal of loan proposal	92.39	6.61	1.00
6	Target oriented approach to lending by banks	90.22	6.52	3.26

7	Absence of credit information sharing among different financial institutions	96.74	2.26	1.00
8	Weak monitoring by bank officer	82.61	11.96	5.43
9	Inadequate laws to take appropriate action	75	14.13	10.87
10	In case of politicians the NPA chances are more for loans	93.48	5.52	1.00
11	Lack of initiative on the part of the bank officials	82.61	16.39	1.00
12	The bigger the size of loan, lesser the risk of NPA	75	7.61	17.39
13	Higher the monthly income, lower the chance of NPA of loan because of higher ability to pay	97.83	1	1
14	Greater the value of asset, lesser the risk of NPA of loans its greater affordability	93.48	5.43	1.09
15	Presence of guarantor, the chances are more to recover the loan	82.61	14.13	3.26
Sl. No.	Particulars	Yes %	No %	Cannot say
16	EMI to income ratio is positively associated with the estimated NPA loan	89.13	6.52	4.35
17	Presence of more number of borrowers reduces the risk of NPA in loan	93.48	5.52	1.00
18	The number of dependents increases, probability of NPA of loan also rises because of higher financial burden	94.57	3.26	2.17
19	Rural and semi urban borrower are riskier than urban borrowers of loan	73.91	19.57	6.52
20	Chances of NPA of loan are more in case of self employed	84.78	11.96	3.26
21	The chances of NPA of loan are more in case of service holders	41.30	45.65	13.05
22	The chances of NPA of loan are less in case of women borrowers than men borrowers	90.22	5.43	4.35
23	In case of government employee the chances of NPA are more for loans	30.43	68.48	1.09
24	Employee working in private sector chances of NPA is more	68.48	22.83	8.69
25	In case of professionals the chances of NPA in loans are more	23.91	75	1.09
26	In case of semi-government employees the chances of NPA in loan is more	33.70	50	16.3

TABLE 5: FACTORS INFLUENCING NONPERFORMING ASSETS FROM BORROWER'S PERCEPTION

Borrowers Factors One-Sample Statistics						
		Statistic	Bias	Std. Error	95% Confidence Interval	
					Lower	Upper
Yes	Mean	77.46	-.18	4.25	68.31	85.15
	Std. Deviation	21.589	-.520	3.579	13.190	27.047
	Std. Error	4.234				
No	Mean	16.88	.21	3.92	10.23	25.50
	Std. Deviation	20.029	-.605	4.231	9.844	26.692
	Std. Error	3.928				
Cannot say	Mean	5.58	-.03	1.10	3.54	7.85
	Std. Deviation	5.665	-.173	.704	3.979	6.651
	Std. Error	1.111				

Source : Calculated in SPSS 20

Borrowers Factors One-Sample Test						
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Yes	18.295	25	.000	77.462	68.74	86.18
No	4.299	25	.000	16.885	8.79	24.97
Cannot say	5.020	25	.000	5.577	3.29	7.87

Source: Primary data collected from borrowers, Chittoor district

From the above table, mean and Standard deviation of bankers and borrowers factors responses of respective bankers are analyzed and 't' value reveals 21.891 for bankers and 18.295 for borrowers says yes to the factors causing NPAs. 4.976 For bankers and 4.299 for borrowers says No to the factors responsible for NPA. 8.220 For bankers and 5.02 for borrowers say cannot say to the actual reason for the NPA.

Hence the sample test explains both the bankers and borrowers mean and Standard deviation are compares among the bankers perspective and borrowers perspective on the factors listed are the causes for NPA says Yes, No, Cannot say group of bankers observed on this basis to know actual factors responsible for the NPAs in both the bankers opinion and borrowers opinion.

NPAs are seriously affecting the efficient management of funds. It affects the profitability of the banks and reduces the availability of resources for mobilization besides increasing their costs. It also puts a question mark on the viability and solvency of the organization. Causes of default identified through field surveys need to be sorted out. Concerted efforts are required at the bank level to improve the credit appraisal and monitoring skills of the managers so that potential default can be identified at an early stage. The occurrence s of NPA may not avoidable entirely but they can be managed effectively. The fresh incidences of NPAs should be avoided but not at

the cost of fresh deployment of credit.

Suggestions & Conclusion

Analysis of the Study to Know Opinion's of Bank Officials and Borrowers on NPA

Analysis of the Study to Know Opinion's of Bank Officials and Borrowers reveals that unwillingness to pay leads to NPA in loan accounts for this 78.53% borrowers agreed that unwillingness to pay on the causes of nonpayment of loan. Unforeseen domestic problems like death, divorce, illness and marriage of family members lead to NPA in loan for these 92.02% participants agreed that domestic problems one of the causes of default. Financial problems of the party lead to NPA of loan for this 81.29% people said yes to the financial problems of the party leads to NPA in loan. Wrong identification of beneficiary leads to NPA in loan for these 83.13% borrowers agreed that wrong identification of beneficiary one of reason for defaults. Inaccurate pre sanction security and appraisal of loan proposal leads to NPA in loan for this 91.1% people agreed to the cause that inaccurate pre sanction and appraisal of loan proposal leads to default in loan. Target oriented approach to lending by banks lead to NPA in loan for this Majority agreed to the target oriented approach to lending by bank one of the reasons for the NPA in loan. Absence of credit information sharing among different financial institutions lead to NPA in loan for this Most of respondents believe absence of credit information sharing among financial institutions lead to NPA in loan. Weak monitoring leads to NPA in repayment of loan for this Majority believe that weak monitoring one of the major reasons for NPA in loans. Inadequate laws to take appropriate action leads to NPA of loan for this 245 respondents agreed that inadequate laws to take appropriate action leads to NPA in loans. In case of politicians the NPA chances are more for loans for these 254 participants supported the view that in case of politicians the chances of default is more. Lack of initiative on the part of the bank officials lead to NPA in loans for this Answering to this question majority agreed that lack of initiative on the part of bank officials lead to default in loans. The bigger the size of loan, lesser the risk of NPA for this Most of the borrowers agreed that the bigger the size of, lesser the risk of default. Higher the monthly income, lower the chance of NPA of loan because of higher ability to pay for this Majority believes that there is correlation between the income and paying ability. Greater the value of asset, lesser the risk of NPA of loans because of greater affordability for this Out of 326, 282 respondents agreed that greater the value of assets, lesser the risk of default of loans because of greater affordability. The presence of guarantor, the chances are more to recover the loan for this Most of the people believe that the presence of guarantor reduces the chances of NPA. EMI to income ratio is positively associated with the estimated likelihood of NPA of loan for this Majority agreed that EMI to income ratio is positively associated with the estimated likelihood of default in loans. Presence of more number of borrowers reduces the risk of NPA in loan for these 289 respondents supported out of 326, that the presence of more number of borrowers reduces the risk of NPA in loan. The number of dependents increases, probability of NPA of loan also significantly rises because of higher financial burden for this majority believes that as the number of dependents increases, probability of default in loan also significantly rises. Rural and semi urban borrower are riskier than urban borrowers of loan for this 260 respondents said yes and agreed that rural and semi urban borrower are riskier than urban borrowers. Chances of NPA of loan are more in case of self employed for this most of the people agreed that chances of default are more in case of self employed. Chances of NPA of loan are more in case of service holders for this Majority said no. This indicates that chances of NPA of loan are less in case of

service holders. Chances of NPA of loan are less in case of women borrowers as compared to men borrowers for this Most believes that in case of women borrowers NPA is less. In case of government employee the chances of NPA are more for loans for this Majority believe that in case of government employees the defaults are less. Employee working in private sector chances of NPA is more for this Maximum people agreed that the employees working in private sector chances of default is more. In case of professionals the chances of NPA in loans are more for this 187 participants agreed that in case of professional the chances of defaults are less. In case of semi-government employees the chances of NPA in loan is more for this Majority do not agree that in case of semi-government employee the chances of NPA more.

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IMPORTANCE OF AGE-RELATED PSYCHOLOGY

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ABSTRACT

One of the most important factors in an individual's development is his or her age-related characteristics. Because every young person has his own factors of development, laws, innovations and changes, which directly affect the character, temperament, talent, cognitive processes of the individual. This article discusses about importance of age related psychology.

KEYWORDS: *Psychological Development, Cognitive Process, Age-Related Mental Development, Attention, Periodic Schemes*

INTRODUCTION

Another peculiarity of the period of youth development is that at each age the development of one function occurs at the expense of the decline of other functions. One of the main problems of the psychology of adolescence, which is a special branch of psychology, is the question of the leading role of various factors in the development of the human psyche - genetic-button and acquired-social factors. So far, much attention has been paid in psychology to the study of the development of the individual in stages. Several periodic schemes have also been proposed. But any scientist who has worked hard in this field has offered his "eras". This is understandable, since the human way of life and its key moments change over the course of historical development, and the transition from one generation to the next generation itself leads to a number of changes. The classifications themselves are divided into two types: partial (division of individual periods into additional periods - "periods within periods") and general (covering all stages of human life). . For example, J. Piaget's classification of the development of the intellect can be included in the partial classification. He envisioned this development in 3 stages: sensomotor intelligence stage (0 - 2 years). There are basically six stages in this; stage of preparation for and organization of specific operations (3-11 years); stage of formal operations (12 - 15 years). During this period, the child is able to think not only through what he sees directly, but also through abstract concepts and words. Adolescent psychology is the study of the mental development of people of different ages, their mental characteristics, and their specific factors, criteria, and mechanisms. It also examines the age-specific characteristics of people of a certain age. Therefore, the psychology of youth has a special place in social life, in the educational process, in groups and communities, in production and family relations. The problem of the structure of the human personality and the development of cognitive processes cannot be solved rationally without taking into account the laws of development of the human psyche. That is why the issue of the "human factor" has become a topical issue today. The psychology of youth studies the laws and features of the development of the human psyche, as

well as the theoretical and practical stages of this development. The main task of the psychology of adolescence is to determine the laws of personality development and the characteristics of the interaction of mental activity, state and condition that occur in people of different ages. The psychology of adolescence achieves practical goals by solving these tasks. Helps to improve education. Material goods help to increase the efficiency of production, improve interethnic relations, direct interpersonal communication, create a positive psychological climate in the community, reveal the secrets of longevity, strengthen family ties, prevent divorce.

Each stage has its own set of leadership activities, changes, and developmental conditions, and knowledge of these will be of great practical importance to educators. At each stage, the motives of activity also change, and their changes occur in response to changes in the level of needs and requirements of the individual. One of the classifications that cover all periods of human life as a whole is the scheme adopted by scientists around the world in 1965 at a special symposium of the Academy of Sciences. It is given in Table 6 below. In B.G. Ananov is a generalized classification, close to the classification proposed by the foreign scientist Birren. Curiosity also plays an important role in the lives and mental development of children of kindergarten age. Curiosity, like need, is one of the factors that motivate a child to do something. Therefore, it can be called a complex mental phenomenon associated with the process of curiosity. The importance of curiosity in the development of the child is that the child strives to know as deeply as possible what he is interested in, and therefore does not get bored of doing what he is interested in for a long time. This, in turn, helps to nurture and strengthen important traits such as the child's attention and will. A kindergartener seeks to have a direct practical relationship with the world around him. In this case, the child tends to be in a practical relationship not only with the things that fit him, but also with the things that are beyond the power of adults. For example, a child wants to drive a car, a tram, ride a real horse, fly a plane and become a real militiaman. But, of course, the child cannot satisfy any of these needs in a real way. This begs the question. How can the contradiction between the growing needs of children and their narrow capabilities be resolved? This contradiction can be resolved only through one activity, that is, through the child's play activities. This can be explained by the fact that, first of all, children's play activities are not activities aimed at the production of any material product. Therefore, the motive that motivates children to go home is not related to the outcome, but to the content of the various actions in the process of that game. Second, in the process of play, children are free to do whatever they want, turning them into things that interest them, but only belong to adults. Children's play activities are the only means for them to develop harmoniously physically and mentally. Home is such a multifaceted activity in children's lives that it combines both adult cocktails and sources of thinking about different things, raw imagination, relaxation and fun, all of which are reflected in the activities of the game. It should also be noted that play is not only a means of knowing events in the external environment, but also a powerful means of education. In creative and plot games, along with all the mental processes of children, their individual characteristics are also formed. This means that the success of kindergarten education depends in large part on the proper organization of children's play activities. Kindergarten children's games are not only a tool for learning about things and events around them, but also have a high social significance. In other words, the game is a powerful educational tool. Children's games can help them develop socially useful, that is, high human qualities. In addition, if we observe the activities of children's homes from the outside, we see that in the process of play, all their personal qualities (whose interests, abilities, temperament of will) are manifested. Therefore,

children's play activities are a very convenient tool for learning them individually. Preschoolers usually play alone. Through subject and constructive games, children of this age develop their cognition, memory, imagination, thinking and motor skills. Reflect the behaviors of adults who watch and observe on a daily basis. The home of 4-5 year olds is slowly beginning to take on a collective character.

It is easy to observe children's individual characteristics, especially through their collective play. In these games, children reflect not only the adults' attitudes toward objects, but also their social interactions. At the age of kindergarten, role-playing games develop, but then these games are distinguished by the richness and diversity of their content. In the process of these games, children begin to develop leadership, as well as develop organizational skills and abilities. Among these creative activities in which preschool children are engaged, the visual arts are also very important. Depending on the child's imaginative nature, it is possible to assess how he perceives life around him, the characteristics of memory, imagination and thinking. Pictures drawn by older kindergarten children also reflect their inner state of mind, dreams, hopes and needs. Children of all ages are also very interested in drawing. Drawing is a unique form of play for children. The child first draws what he is building, and then what he knows, remembers, and invents. Competitions are very important for preschoolers, and it is in such games that success is formed and strengthened. Competition games, which are the most enjoyable and successful for children of this age, are also very important. Competitions are very important for older preschoolers, and it is in such games that the motives for success are formed and strengthened. Competitive games, which are the most enjoyable time-consuming and successful for children of this age, are also very important.

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IMPROVING THE METHODOLOGY OF USING INFORMATION TECHNOLOGY IN PRIMARY SCHOOL MUSIC LESSONS

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ABSTRACT

The formation of a well-rounded personality is inconceivable without the foundations of culture, including music. The musical culture of children of primary school age can be developed on the condition of purposeful, systematic and systematic organization of educational work. An elementary school teacher "knows how important it is to organize educational activities in a fun and colorful way outside of school and school hours. This article is intended for music teachers. This article discusses the ways to improve the use of information technology in primary school music lessons.

KEYWORDS: *Music Education, Art, Elementary School, Lessons, Information Technology, Methodology.*

INTRODUCTION

The arrival of a child in primary school is a change in daily life, a change in psychology due to the need to take a responsible approach to the learning process in school, a change in the moral and educational environment as the child continues to study. Music accompanies the child every minute, but the flow of musical information is often not controlled and carried out by him. Music bypasses the mind and directly affects unconscious and unconscious processes, affecting the psyche and somatics of the child. It is impossible not to dwell on an issue such as the specifics of the musical work of professionals and primary school teachers with younger students. If specialist teachers have a large professional musical knowledge that allows them to thoroughly solve the problems of music pedagogy in primary school, then primary school teachers should have a deep professional knowledge of the psychology of the young student, they need to understand his or her individual positive and negative personality. Features, the ability to organize the pedagogical process in such a way that the negative aspects are flattened, and the positive aspects are strengthened. The symbiosis of musical and pedagogical professional skills can yield remarkable results in the field of music education.

Most primary school teachers are not art professionals. Their role in the aesthetic development of students is to create an evolving artistic environment, including music. Therefore, for the future teacher to master the basics of domestic and foreign music culture, various genres and directions of music, the accumulated experience of centuries-old traditions of musical education of children, the style and methods of working with them. Extremely important. Children in the learning process. The textbook for the course "Theory and Methods of Music Education" is

designed to prepare students majoring in 031200 - "Pedagogy and Methodology of Primary Education" of the Faculty of Pedagogy. In the field of artistic and aesthetic education of children through music, a number of directions in modern pedagogy have been identified and are actively developing. Music education is seen as a professional activity (music is the goal of the learning process and the child works as a tool); a means of general and comprehensive development of the individual (the purpose of the educational process - the child); a way to increase creative activity; conditions for the emotional development of children. In recent years, music has been seen as a means of aesthetic therapy (a child's harmony occurs under the influence of functional music) because it can perform therapeutic functions, restoring a child's energy balance.

An elementary school teacher can master the basics of music pedagogy aimed at harmonizing the child's personality in the process of music development. The activities of an elementary school teacher in the field of music education should be focused on the overall development of children through music.

The textbook considers the need to expand the musical outlook of future primary school teachers, to improve the music culture. However, the inclusion of such material in the manual is made taking into account the content of music lessons in primary school. Singing plays an important role in the development of music culture. Sound is the only unique musical instrument given to man by nature. Having this instrument is a testament to the level of musical culture. Knowledge of vocal and choral skills, mastery of one's own voice, and the future teacher's ability to work with a child's voice will be the foundation for him or her to develop, maintains, and improves a child's speech voice.

These speeches, demonstrations and exercises, which are the main elements of pedagogical technology, can be analyzed as three components of the technological process. In the process of music lessons, they are manifested as a large-scale activity, in which the great potential of music lessons on the basis of activities is important. The problem of activating the musical and moral education of young school students raises the question of finding and finding optimal approaches to the development of different tendencies of children. The growing interest and attention to the issues of children's moral culture is evident in the expansion of the sphere of influence of morality. Morality, which ceased to be a science of beauty in art and life, today covers all spheres of life, not as an external decoration, but as its essence, an integral part of its internal content. Of course, art is the essence of man, his life. and as a field of activity, as the field of the most complete expression, beauty remains the most important object of morality and, accordingly, the expansion of the role of art in primary school.

An interest in music, a passion for music, a love for it is a necessary condition for it to reveal its beauty to children, to fulfill its educational function, to serve the formation of its spiritual culture. The music program for the secondary school serves as a shining example of how a teacher should instill in students a sense of patriotism, national pride and internationalism, courage and heroism for the sake of the country's development, using specific thematic materials in the classroom. Music lessons activate cognitive and mental activity. Children learn a lot by listening carefully to the work. However, they perceive only its most general features, its brightest images. At the same time, if the child is given tasks, emotional sensitivity does not lose its importance: listening, differentiating, comparing, highlighting expressive means. These mental actions enrich and expand the scope of the child's feelings and experiences, giving them meaning. The harmony of musical and moral upbringing is considered only when all types of

musical activities specific to the primary school age are used, activating all the creative potential of the growing individual. At the same time, the special sensitivity of children should not be abused by complicating pedagogical tasks."

In addition, the main problem of music education pedagogy, which is relevant at different stages of its development, is how to engage and engage schoolchildren in music, teaching students to understand and feel music. Methods. They are an integral part of their lives. a man - made world event. Special methods of music education: the method of observing music, the method of persuading music not to force it, the method of entertaining not to entertain, the method of improvisation, the method of empathy, methods of musical generalization. running forward and going back in time, thinking about music, emotional drama, a method of developing stylistic discrimination in adolescents, a method of musical conversation, a method of understanding music in a style and modeling and comparing the artistic and creative process; the method of creating an artistic context, the method of creating compositions, the method of emotional dramaturgy, the method of "running forward" and "returning" to material already covered, the method of thinking, the method of thinking about music, the method of musical generalization.

In conclusion, it justifies the superiority of integrated teaching methods, which are a unique combination of general pedagogical and special methods of music education and upbringing. Their uniqueness lies in the urgent vital need for the human person, the natural human need for creativity and communication, for the purpose of satisfying this need of art, ideological, spiritual, moral, emotional impact determined. The technological approach to education is one of the factors that actively influences the pedagogical process and determines its effectiveness, integrity and success.

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DYING OF NATURAL SILK WITH NATURAL DYES OBTAINED FROM PLANTS

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ABSTRACT

Experimental methods were used to study the production of natural dyes from various parts of some plants and the dyeing of natural silk with natural dyes in different colors. Then the dyed fabric is dried in a hanger for 30 minutes. After that, the fabric is removed from the hanger and shaken in a solution of vinegar. After shaking, the silk fabric is washed in running water and allowed to dry. The creative approach of the master to paints, a good and thorough knowledge of the methods of dyeing raw materials and tools used for dyeing, allows you to create a new range of fabrics and increase their demand.

KEYWORDS: *Natural Silk, Silkworm, Natural Dye, Plantágo Májor, Indigofera Tinctoria L, Rosa, M. Multicaulis, Crocus Sativus, Solanum Lycopersicum, Fabric Dyeing.*

INTRODUCTION

Silk is a soft and durable fabric with a pleasant glossy sheen. Natural silk is an easily dyed valuable raw material, which is characterized by high mechanical and physical properties, as well as a refined appearance. For the production and primary processing of silk, a huge amount of labor is expended. Therefore, this product of the textile industry, unlike others, is expensive and has limited application [1].

Textile, carpet weaving, embroidery and flower printing on fabric are some examples of folk arts and crafts, and dyeing is the main process in their production. Fabric dyeing is a complex process that involves dyeing fabric, preparing silk for dyeing, and bringing raw materials to a state of readiness for dyeing. The creative approach of the master to paints, a good and thorough knowledge of the methods of dyeing raw materials and tools used for dyeing, allows you to create a new range of fabrics and increase their demand. Failure to select the correct colors or ignorance of the compositional aspects of color can lead to distortion of patterns and colors on the fabric and the fabric itself as a whole [2-4].

The purpose of this work is to obtain natural dyes from plants and dye natural silk with them.

Materials and research methods

Indigo was obtained from the plant *Indigofera tinctoria* L., (blue). Weighed 4 g of *Indigofera tinctoria* L. leaves, poured 3 liters of water and boiled. After boiling, they fermented for a week and defended for three days. Upon completion of the settling process, the dye was filtered off.

A dye obtained from the plant *Plantago major* (yellow). Weighed 5 g of *Plantago major* leaves, poured 5 liters of water and boiled. After boiling, they fermented for a week and defended for three days. Upon completion of the settling process, the dye was filtered off.

Dye obtained from the plant *M. multicaulis* (burgundy color). Weighed 500 g of mulberry fruit, poured 10 liters of water into it and boiled it. After boiling, they fermented for a week and defended for three days. Upon completion of the settling process, the dye was filtered off.

A dye obtained from the flowers of the *Rosa* plant (pink). Weighed 30 g of flowers, added 4 liters of water and boiled. After boiling, they fermented for a week and defended for three days. Upon completion of the settling process, the dye was filtered off.

A dye obtained from the flowers of the plant *Crocus sativus* (yellow). Weighed 30 g of saffron flowers, added 4 liters of water and boiled. After boiling, they fermented for a week and defended for three days. Upon completion of the settling process, the dye was filtered off.

A dye obtained from the plant *Solanum lycopersicum*. (green color). Weighed 5 g of the leaves of the plant, the dye was extracted by manual squeezing of the leaves. Upon completion of the settling process, the dye was filtered off.

A vinegar solution is prepared by adding 100 g of 96% acetic acid per 100 liters of water. Silk fabric is impregnated with vinegar solution. The impregnated fabrics are air dried.

The process of dyeing fabrics with prepared dyes.

Blue colour. The paint obtained from the leaves of the plant *Indigofera tinctoria* was poured into a 500 ml flat-bottomed flask, then boiled, 1 g of alum was added to the boiling paint and mixed. Silk fabric is added to the boiling mixture and the fabric is rinsed. Then the dyed fabric is dried in a hanger for 30 minutes. After that, the fabric is removed from the hanger and shaken in a solution of vinegar. After shaking, the silk fabric is washed in running water and allowed to dry.

Yellow. The paint obtained from the leaves of *Plantago major* was poured into a 500 ml flat-bottomed flask, then boiled, 1 g of alum was added to the boiling paint and mixed. Silk fabric is added to the boiling mixture and the fabric is rinsed. Then the dyed fabric is dried in a hanger for 30 minutes. After that, the fabric is removed from the hanger and shaken in a solution of vinegar. After shaking, the silk fabric is washed in running water and allowed to dry.

Red color. The paint obtained from the fruit of the mulberry tree was poured into a 500 ml flat-bottomed flask, then boiled, 1 g of alum was added to the boiling paint and mixed. Silk fabric is added to the boiling mixture and the fabric is rinsed. Then the dyed fabric is dried in a hanger for 30 minutes. After that, the fabric is removed from the hanger and shaken in a solution of vinegar. After shaking, the silk fabric is washed in running water and allowed to dry.

Pink color. The dye obtained from the flowers of the *Rosa* plant was poured into a 500 ml flat-bottomed flask, then boiled, 1 g of alum was added to the boiling dye and stirred. Silk fabric is added to the boiling mixture and the fabric is rinsed. Then the dyed fabric is dried in a hanger for 30 minutes. After that, the fabric is removed from the hanger and shaken in a solution of vinegar. After shaking, the silk fabric is washed in running water and allowed to dry.

Yellow. The paint obtained from the flowers of the saffron tree was poured into a 500 ml flat-bottomed flask, then boiled, 1 g of alum was added to the boiling paint and stirred. Silk fabric is added to the boiling mixture and the fabric is rinsed. Then the dyed fabric is dried in a hanger for 30 minutes. After that, the fabric is removed from the hanger and shaken in a solution of vinegar. After shaking, the silk fabric is washed in running water and allowed to dry.

Green color. The paint obtained from the leaves of *Solanum lycopersicum* was poured into a 500 ml flat-bottomed flask, then boiled, 1 g of alum was added to the boiling paint and stirred. Silk fabric is added to the boiling mixture and the fabric is rinsed. Then the dyed fabric is dried in a hanger for 30 minutes. After that, the fabric is removed from the hanger and shaken in a solution of vinegar. After shaking, the silk fabric is washed in running water and allowed to dry.

RESULTS AND DISCUSSION

For any fabric, especially natural, the best way to dye is to use natural materials such as plants. Alum was used to fix the resulting shade. In this case, alum is also used for coloring in light colors. In fig. 1 shows the results of dyeing natural silk with natural dyes. On fig. 1a silk dyed warm taupe with dye obtained from the leaves of the plant *Indigofera tinctoria*. On fig. 1b shows a sample of silk dyed light yellow with a dye obtained from the leaves of *Plantago major*. Ocher-dyed silk was obtained by dyeing with a dye from the mulberry fruit (Fig. 1c). 1g shows a sample of silk dyed pink with a dye obtained from the flowers of the *Rosa* plant. 1e shows a sample of silk dyed light yellow with a dye obtained from the flowers of *Crocus sativus*. A dye obtained from the leaves of *Solanum lycopersicum* dyes silk green (Fig. 1.e).





Figure 1. Samples of natural silk dyed with different natural dyes.

In conclusion, the following should be noted. A natural dye is a colored organic compound that has the ability to pass from solution to fibers and bind strongly to them. For dyeing, an aqueous organic solvent, a mixture of water and an organic solvent, an aqueous dispersion and its evaporated dye state are used. In addition to the dye, the dye solution also contains various auxiliary chemical compounds. Dyeing of textile materials gives them a durable and even color. Dyeing is a very complex process in which the dye passes from solution into the fiber and binds to its active centers. Color strength is determined by the type of bond formed between the fiber and the dye.

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FEATURES OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE IN TECHNICAL UNIVERSITIES

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ABSTRACT

The article is devoted to the specifics of teaching the Russian language in technical universities of the Republic of Uzbekistan. The analysis of actual problems of teaching the Russian language to students of engineering specialties is carried out. The importance of maintaining students' motivation to study Russian as a foreign language is noted. The ways to increase motivation and interest in the subject of study are listed. The methods of using information and communication technologies in the process of teaching the Russian language are considered. The importance of studying the Russian language both at the general level and at the level of special technical and scientific terminology is emphasized.

KEYWORDS: *Russian As A Foreign Language, Competence-Based Approach, Neutral And Scientific Styles Of Speech, Teaching Technical Disciplines, Increasing Motivation.*

INTRODUCTION

Today, the goal of professional educational institutions is to train specialists with personal and professional competencies that will contribute to their inclusion in the economy. The cardinal rethinking of the structure, content, and achievements of higher education that has taken place in recent decades makes it impossible to close it within the national framework. Especially taking into account the development of world economic and social processes, which are increasingly blurring international and territorial boundaries. In the process of modern education, students of engineering and technical specialties should acquire the competencies of independent, mobile specialists of international level, with high communicative qualities, allowing them to confidently integrate into the professional environment. As a special case in the noted global task, the teaching of the Russian language gives students the opportunity to acquire relevant knowledge that is necessary to participate in educational, and then scientific activities at the main faculties of a technical university. Russian as a foreign language is one of the most difficult for students of technical universities to study. Difficulties arise in the perception of the phonetic features of the Russian language, the perception of speech, the difficulty of knowing grammar, expressing thoughts in written, oral speech. Programs of teaching Russian as a foreign language in non-linguistic higher educational institutions are aimed at developing sustainable skills: reading, writing, listening.

Equally important is the acquisition of skills in understanding information sources, critical thinking, and discussions. The practice of teaching engineering students Russian as a foreign language shows that in order to achieve success in the educational process, they must master the neutral and scientific style of Russian speech. The totality of knowledge of the "Language of common knowledge" and "Scientific style of speech" makes the main goal achievable: knowledge of the language of the specialty in a non-native language. The expansion of the area of knowledge of the Russian language beyond the study of technical and scientific terminology of the specialty is natural and predictable. It is impossible to be fluent in any part of the language – the general language combined with the language of scientific proficiency form the common foundation for confident use of the language. In the process of studying the Russian language, the teacher conducts systematic work with students of technical areas, the purpose of which is:

- 1) Assimilation of scientific and technical terms and syntactic constructions of scientific and special technical speech;
- 2) Development of skills in analyzing the structure of the text, compiling reports, informational messages;
- 3) The ability to restore the listened texts of educational, scientific, professional topics.

The high mobility of the modern educational system, expressed in timely adaptation to innovations, makes it possible to widely use information and communication technologies in the process of teaching the Russian language: electronic teaching aids, interactive training simulators, various forms of thematic presentations and projects, reference material in the form of electronic translators, dictionaries and etc. The use of these technologies makes it possible to form an electronic educational space for students studying the Russian language. Electronic resources that have found wide application in the study of Russian as a foreign language include the so-called "podcasts". These are video and audio format files that have become a relevant alternative to television and radio programs that do not require the use of special broadcast channels. Podcasting includes both the production of audio resources and their distribution. Podcasting distributes video and audio information on the Internet. When using this method of working with information, students can access the resource both during classroom lessons and in the process of self-study. Today, the goal of the teacher is to teach the Russian language not by ordinary memorization, but by instilling in students the skill of independently searching for the necessary information using technical means, the Internet. The work of finding materials in Russian on a given topic presents certain difficulties for foreign-language students, due to insufficiently good knowledge of the Russian language. There are problems of quickly forming a request, determining and selecting the necessary information from the context found in the search engine. To achieve a successful result, a teacher of Russian as a foreign language should use a variety of types of work in the classroom, a wide range of educational materials, which will instill in students the skills to acquire professional knowledge, develop subject competencies. It is very important for the teacher to help students overcome the psychological barrier. The fear of making a mistake, showing ignorance becomes a serious obstacle to automating language skills. It also makes it difficult to apply the acquired knowledge in life. When choosing certain teaching methods, the teacher must take into account the individual and personal characteristics of students, helping them to overcome psychologically difficult situations. The teacher's ability in practice to take into account the personal needs and psychological characteristics of students

directly affect the effectiveness of their subsequent education. Three functions of motivation can be distinguished: motivation for activity, orientation of activity, giving it personal meaning and significance. It is worth noting that the desire to learn Russian grows when students realize how much their professional opportunities expand, subject to knowledge of the Russian language. One of the tasks of the teacher is to create conditions for maintaining interest in the study of the Russian language. It is necessary to show the speech perspective of the use of language material so that students strive to achieve a high level of formation of language competencies. Find useful and interesting topics and materials for studying (reading, translating, discussing, etc.), using active and interactive methods, multimedia technologies, etc. in the classroom. . Effective mastering of the Russian language by students of technical specialties provides linguistic immersion in the professional environment. To do this, it is possible for teachers of special disciplines to use educational materials, a system of tasks, including in Russian, during training sessions. Thus, the conditions for building linguistic communicative competence are created. It is impossible to teach the language of a specialty without studying the subject itself. Teaching the language of a specialty, the types and forms of speech communication in a particular educational field is carried out on the basis of this scientific subject. Therefore, active interaction of teachers of the language department with teachers of special and general technical disciplines is necessary. It can also be noted that the achievement of the goals of successful study of the Russian language by students of engineering specialties is based on the active cooperation of the teacher and the student at all stages of study. To improve the quality of language and professional training of future specialists, it is important to use the totality of all psychological, pedagogical, methodological resources. A special condition for achieving the desired result is the focus of the educational process on the independence and mobility of future specialists, the development of their creative potential, the use of modern information and communication technologies.

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FORMATION OF SOCIO-ECONOMIC AND LEGAL COMPETENCES IN FUTURE GEOGRAPHY TEACHERS

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ABSTRACT

The article says that the main goal of the ongoing reforms is to educate educated, spiritually mature generations for the future of our country, and therefore the teaching of geography will help students expand their understanding of the region, geographical processes, architectural monuments, archeological sites, events and nature. in addition, we have tried to scientifically substantiate that there is an integral connection between the sciences of geography and the sciences of law, which also serve to increase their constitutional knowledge.

KEYWORDS: *Local Lore, Monumental Art Monuments, Literary Tradition, UNESCO, Fundamentals Of Demography.*

INTRODUCTION

Many reforms in the field of education and various innovations in education are being created in our country. The main goal of the ongoing reforms is to bring up a generation of educated, spiritually mature, deep-thinking people who will contribute to the future of our country. The upbringing of such young people places a great responsibility on professors and teachers working in higher education. In carrying out this responsible task, each teacher strives to create adequate conditions for students to live in step with the times in the process of teaching their subject, and the main goal is to achieve high quality efficiency in the educational process. At present, the disciplines taught in all areas of higher education in the country are interconnected and integrated. In this regard, the teaching of local lore and economic and social geography of Uzbekistan among geographers, as well as expands students' understanding of the region, enriches their knowledge of geographical processes, architectural monuments, archeological sites, historical cities, monumental art monuments, events and nature. it also serves to increase their constitutional knowledge. The reason is that every citizen living in the territory of our country, first of all, must know and follow their duties to the motherland, duties and responsibilities to nature. It would be expedient to carry out these obligations and duties not only in the socio-economic sciences, but also in the teaching of geography. It is known that all students studying in higher education study the economic and social geography of Uzbekistan (8th grade geography) in secondary schools, where they learn the basics of the territory of the Republic, its borders, underground and surface resources, nature, their protection and rational use. The principles of nature protection and nature use are also reflected in the Constitution of

the Republic of Uzbekistan. The activities of government agencies in this area are also defined in the Constitution.

English language and literature of Navoi State Pedagogical Institute are taught to 2nd year students by teachers of the Department of Geography. In the process of teaching science, it will be more effective to teach students the subject "Museums operating in the territory of Uzbekistan" using the articles of the Constitution of our country.

The study of the art of a region or place, as well as folk crafts, is an integral part of general local lore. The monuments of art reflect the modern and ancient history of the country. Each region of Uzbekistan is closely connected with the history of Uzbek literature. Each country or place has its own literary tradition, monuments and museums.

Historical monuments and written sources indicate that science and culture flourished in our country for a long time, especially in the Middle Ages. The study, registration, preservation and transmission of architectural monuments, archeological sites, historical monuments, monumental art monuments, which play an important role in world civilization, to the next generation have been identified. It is noteworthy that scientists are engaged in it, but foreign experts are showing great interest in it. In particular, they take part in many scientific expeditions. International organizations have adopted a number of normative and legal acts on the preservation of historical monuments. In particular, a number of cultural heritage sites in Samarkand, Bukhara, Khiva and other regions of the country are registered and protected by UNESCO.

The worldwide recognition of the significant contribution of Eastern thinkers to world civilization means a lot. Our world-famous scientists, who lived in our prosperous land, have left an indelible mark on history with their profound worldview, research and invaluable inventions. In other words, our ancient and unique country, located on the Great Silk Road, which connects East and West, has long been famous for its famous scientists. Their works in the fields of history, literature, art, philosophy, medicine, mathematics, chemistry, astronomy, architecture, agriculture, pedagogy are a priceless treasure not only of our people, but of all mankind. As the President said, "A nation with such a rich heritage is rare in the world." The great scientific discoveries of our great ancestors will play an important role in the development of our children as a harmoniously developed generation for thousands of years to come.

Today, more than 7,000 masterpieces of cultural heritage, thousands of archeological objects and finds, excavations in the territory of our country clearly prove this. Great attention is paid to the restoration, support of archeological research, construction of new museums. For this purpose, the necessary organizational and legal basis has been created in our country. First of all, Article 49 of the Constitution stipulates that citizens are obliged to carefully preserve the historical, spiritual and cultural heritage of the people of Uzbekistan, and that cultural monuments are under state protection.

Historical monuments, architectural monuments, works of literature, fine and applied arts, archeological finds, complexes of national and international significance are protected by the state. Protection of monuments in Uzbekistan began mainly in the 1920s. The General Directorate of Scientific Production for the Protection and Use of Cultural Heritage under the Ministry of Culture. "Golden Heritage" for the purpose of dealing with unique manuscripts, cultural and historical monuments, handicrafts, folklore, works of art and art, theatrical music, documents on the history of ancient statehood, collection of ancient musical instruments, etc.,

preserved in the country and abroad. International Charity Fund was established (October 12, 1999). The Cabinet of Ministers approved the National List of Real Estate Objects of Intangible Cultural Heritage by the Resolution No. 846 of 4.10.2019. monuments, 2,250 architectural monuments, 678 monumental art monuments, 532 attractions. 7123 of these objects are state property and 353 are private property.

It is emphasized that those who violate the laws on nature protection will be held administratively, materially and criminally liable. In particular, Article 3 of the Constitution of the Republic of Uzbekistan states that the borders and territory of the Republic are inviolable and indivisible.

It is known that the demographic situation in the country, its population, the level of urbanization, information about the nations and ethnic groups living in the territory of the Republic are taught in higher education in the basics of demography, along with some other disciplines.

In our country, more than 130 nationalities and ethnic groups live. Article 18 of the Constitution states that "in the Republic of Uzbekistan, all citizens have the same rights and freedoms and are equal before the law, regardless of gender, race, nationality, language, religion, social origin, beliefs, personal and social status."

The Constitution of the Republic of Uzbekistan also addresses the issues of nature use and use of natural resources. The protection and rational use of nature requires, first of all, the study of the laws of nature and their strict observance. In the teaching of geography, the integral relationship between nature and society, the imbalances between them, the importance of natural resources in human life, the negative consequences of misuse of nature are also studied in depth. These cases are also enshrined in our Constitution. In particular, Article 50 of the Constitution states that citizens are obliged to treat the environment with care.

Natural resources are the main means of human existence, and man receives all the blessings he needs from nature, and without natural resources he cannot carry out his activities. In this regard, we can conclude that the Republic is becoming a society that can foresee its development and prospects for a long time in advance and has the opportunity to use natural resources for its intended purpose and use nature wisely. A clear example of this is Article 55 of the Constitution, which states that "Land, mineral resources, water, flora and fauna and other natural resources are national wealth, they must be used wisely and they are state protection." It is clear that the elements of nature mentioned in this article are limited and therefore the issues of their rational use are also enshrined in law.

Therefore, in the organization of geography lessons, along with the provision of information about the Republic, the emphasis on the fact that this information has entered into force, leads to the acquisition of basic knowledge by students.

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FACTORS OF FORMATION OF ECOLOGICAL CULTURE AMONG YOUNG PEOPLE

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ABSTRACT

The article reveals the factors of formation of ecological culture among young people. "The most important issue is that we need to think seriously about improving the environmental competence of the population. Incorrect using of water, underground and surface resources, which are natural resources, changes the ecology. Every young generation should have a clear understanding of the environment in which they live, environmental problems, their causes and consequences."

KEYWORDS: *Ecology, Youth, Nature, Ecological Education, Ecological Culture, Concept, Ecotourism, Resources.*

INTRODUCTION

Human, like all living beings, are part of nature. Nature satisfies our material requirements, that is, it feeds and clothes us. Therefore, we must love nature and take care of it. Unfortunately, the current environmental situation and the deterioration of sustainability, environmental pollution give rise to the problem of environmental safety.

What is ecological culture? How is it formed? First of all, let's look at the dictionary interpretation of ecological culture. The Encyclopedic Dictionary of Philosophy defines it as: "Ecological culture is a conscious creative attitude of a person to the change and development of nature, an understanding of responsibility and duty to pass on natural values to future generations".

"The most important issue is that we need to think seriously about improving the environmental competence of the population. Of course, such problems cannot be solved only by administrative means, this can be achieved by instilling in the younger generation a love to Mother Nature and upbringing a sense of belonging to her."

environmental culture means deep knowledge about the environment, nature protection skills, careful attitude to natural flora and fauna, rational usage of the earth's resources is understood. We all know that everything in nature is in harmony with each other. But this harmony is disrupted by us, people who widely use science and technology to satisfy their needs. Incorrect using of water, underground and surface resources, which are natural resources, changes the ecology. Excessive using of chemical fertilizers in order to obtain a good income from agricultural crops has a negative impact on soil fertility and human health. Harmful gases from cars, which are a means of meeting our needs, pollute the air. Of course, for their correct and rational usage, an ecological culture formed on the basis of deep knowledge is necessary. The

formation of ecological culture among young people is carried out through the educational system. Environmental education is a multifaceted process that aims to form a sense of responsibility for the cleanliness and order of the environment. Environmental education means: educating the young generation in relations with the natural environment on a scientific basis, economical and effective usage of natural resources, it is a complex spiritual and educational process aimed at educating free-thinking people with practical knowledge in the field of nature protection. This is one of the most actual problems of present days.

Every young generation should have a clear understanding of the environment in which they live, environmental problems, their causes and consequences. We will be able to form an ecological culture in their minds and hearts. D.S.Likhachev believes that man, being the carrier of the self-consciousness of the Universe, is morally responsible for all living and inanimate things, “morally obliged to speak for them, protect their rights, their interests”.

Through environmental education, the younger generation is directly acquainted with decrees, resolutions, regulatory legal acts and other laws of the Republic of Uzbekistan concerning nature and ecology, the content of which is put to the attention of young people. In our country, serious attention is paid to the formation and development of ecological culture. In particular, in order to strengthen environmental education among young people, regular information and propaganda work is carried out, environmental education programs are being developed, new textbooks in this area are being published. In the upbringing of ecological culture of young people in the educational system, it is necessary to introduce and explain the essence of the current Laws of the Republic of Uzbekistan “About nature Protection”, “About the protection and use of flora”, “On the protection and use of wildlife”, “On forests”, “On the protection of atmospheric air”, “The Concept of environmental Education” and the Foundation “Ecosan”

Environmental education includes the following main sections:

1. To educate students to love the beauty of nature and aesthetic enjoyment of it.
2. To provide knowledge about the laws of the development of living and inanimate nature, the complex relationship between nature and society, as well as the consequences of human activity on nature.
3. Education of ecological culture among students and schoolchildren.

The love of nature, the formation of the ability to use it correctly and consciously, forms the basis of environmental education and culture, develops in people the ability to realize their responsibility to nature. Love of the Motherland, patriotism begins with love of nature. Therefore, it is impossible to educate schoolchildren in the spirit of patriotism without instilling in them a true love of nature. Staying with nature refreshes a person, increases his efficiency and creative activity.

Environmental education includes the following issues:

- a) Providing people with special environmental knowledge and education, developing certain skills in this area in them;
- б) Education of foresight of environmental changes;
- в) Assimilation and education of ecological culture;
- г) to educate people in the spirit of the proper use of the “gifts” of nature.

Environmental education is an integral part of moral education. According to D.S.Likhachev: "Ecology is a moral problem".

The formation of people's ecological consciousness and thinking, ecological worldview helps to understand the dialectic of nature.

To carry out environmental education at all stages at the necessary level, it is necessary to train young people who are well aware of the importance and responsibility of this task. In the process of forming the ecological culture of our youth, it is advisable to take into account the national characteristics of our people that have been formed over the years, to study the peculiarities of the ecological culture of the peoples of the world. After all, only if there is a deep understanding that the environmental problem is very urgent today, a natural necessity, and with the interaction of various disciplines, it is possible to achieve the expected results.

It is important to use the following methods to improve the ecological culture of young people:

- organization of seminars and trainings on ecology with the participation of young people;
- creation of ecoparks, wide involvement of young people in environmental actions;
- organization of competitions concerning environmental topics; организация студенческих научных конференций и увеличение социальной рекламы;
- organizing marathons and various other sports games;
- creation of environmental clubs in kindergartens and schools;
- organization of ecotourism.

Ensuring the succession of the environmental education process plays an important role in the ecological culture of the younger generation.

Including:

- ✓ the feeling of love for the city, village, district, home where young people live, forms the spirit of patriotism;
- ✓ serving for the formation of the basis of personal responsibility for nature and creativity in the individual;
- ✓ develops the skills and abilities of young people to find solutions to environmental problems;
- ✓ young people are brought up in the spirit of love, respect and pride for nature;
- ✓ include knowledge and skills on the laws of protection of natural resources of Uzbekistan: flora, fauna, protected and rare landscapes, natural monuments, land, water, air;
- ✓ include sufficient knowledge and skills in the field of energy and resource-saving technologies and alternative energy sources.

In conclusion, it is possible to say that this is a complex process that requires a lot of work from representatives of the social sciences, and especially from philosophers. After all, man is a part of nature. Preserving it, taking care of it should be the most important task of today's man and future generations.

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ANALYTICAL READING IS THE BASIS OF INTEGRATION BETWEEN SUBJECTS

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ABSTRACT

The article discusses the method of analytical reading, which is the basis of additional language and literature teaching. It provides text selection and linguistic, poetic analysis of the selected text. If such an approach is implemented at some stage of continuing education, then, of course, the student's speech competence will be high. Analytical reading can become the basis for the preparation of a reader, student and researcher who understands the possibilities of the national language well.

KEYWORDS: *Analysis, Text Analysis, Analytical Reading, Linguistic Analysis, Speech Competence, Research Activity, Knowledge, Skills and Qualifications*

INTRODUCTION

In recent years, the training of philologists, especially teachers and researchers in the Uzbek language and literature, and the acquisition of the necessary professional competencies have not been justified to some extent. In this sense, the head of state said that "each of us should pay attention to the state language as attention to independence, respect and loyalty to the state language as respect and loyalty to the motherland, make such a view a rule of our lives." language should also receive a syllabus for teaching the state language.

Realizing that this is due to various factors, it can be said that graduates of philological and pedagogical institutions of higher education in the field of Uzbek language and literature do not have sufficient philological knowledge and skills. Once they are accepted, they are attached to certain departments, and as a result, they do not master the language of their choice, the literature of their choice. Therefore, when some teachers are tested on their language skills, they answer that they have studied in the literature department, but when asked about literature, they sometimes admit that they know the language well.

In our opinion, it is logically wrong to train a teacher of Uzbek language and literature in philological faculties. Or you may need to reconsider your program. Generally, the philological faculties of universities admit about a hundred or more students a year, and 80-90 percent of them are taught linguistics, literary theory as a specialty, but who does the graduate go to school to teach, or to whom? newspaper magazine, in which part of the various social spheres does it apply? For example, topics such as Baudouin de Courtin, Ferdinand de Saussure's scientific and theoretical views, literature of Turkic peoples, ancient Turkic language, dealectology are more useful for training philologists, and each future researcher should know A mother tongue and

literature teacher needs modern teaching methods, subjects that develop speaking skills, professional knowledge and skills.

Doctor of Philology, Professor Ibodulla Mirzayev, a linguist who has been working for many years to solve problems related to the training of specialists in the education system, in particular in higher education, is working on the text of the prospects for training quality specialists in the field. winter "classes.

Literature review on the topic. Based on his many years of scientific observations and experience, the scientist emphasizes that the separate teaching of language and literature does not bring the expected results to science, including education. Based on the results of his experiments in the system of continuing education, he believes that the combined teaching of language and literature is effective for the education of the individual, both in the training of philologists and in school education. I. Mirzayev has developed and applied this national methodology of teaching in Russia (St. Petersburg), France, France, deeply studying the experience of South Korea and Germany, including Uzbek classical education.

Samarkand State University has been teaching Text Analysis and Analytical Reading for many years. The scientist, who started research in linguopoetics in Uzbekistan, also took a new approach to the development of important areas such as terminology, speech culture, methods of teaching the Uzbek language, and reorganized many disciplines at the university.

This innovative approach of I. Mirzayev was popularized in the framework of the Republican scientific-practical conference "Innovative approach in philological education" in 2020 in Samarkand with the participation of the Republican Education Center, universities and institutes of advanced training. Doctors of pedagogical sciences Kazakboy Yuldashev, Kunduz Husanboyeva, Valijon Kadyrov, doctors of philological sciences Joliboy Eltazarov, Murodkasim Abdiyev Dilbar Orunbayeva and other researchers, practical teachers took part in the prestigious conference. acknowledged the importance of. In particular, it was noted that the pilot classes organized with the participation of qualified teachers in secondary schools of Surkhandarya, Samarkand and Jizzakh regions were successful. Based on some suggestions made by the practitioners, the teaching methodology has been improved over the past year.

The essence of the subject of analytical reading is that in the philological faculties of universities, students have the opportunity to study both language and literature in one session. Of course, this is done on the basis of text. The text encountered for analysis cannot be selected. Enlightening artistic, historical as well as scientific texts, which are very important for Uzbek thinking, are obtained. For example, it is possible to work on unfamiliar words used in Zahiriddin Muhammad Babur's "Boburnoma". In particular, the word "jonib" is used in the play, which means that it does not mean the south, but the side. The course is based on the text of works covering such different areas. A student of philology who has undergone such training can become both a talented researcher and a skilled teacher in the future.

If in the literature the phenomena that are homonymous in the language - tajnis, antonyms - contradictions, determiners - epithets, cognate words - passion, cognate words - are identical, they can not be separated in the text, which, of course, requires joint study.

A specialist trained in the higher education system must have the skills to read any text analytically. Students who have mastered this skill will be able to work in all professions in the future. Analytical reading of the text is equally necessary for all field practices, for example,

publisher, editor, journalist, scientific secretary, as well as economist, physicist, scientist, or politician in various fields, critic, investigator and even in modern professions, programmer, blogger can operate. There is no such approach in mother tongue education. Therefore, the ability of students to read and understand the text is not fully developed.

Analysis and results. At a time when Uzbekistan is planning to participate in international assessment research, it is necessary to introduce "Analytical Reading" at certain stages of education (senior classes, higher education, some areas of master's degree). Indeed, the international PISA assessment program also places great emphasis on text analysis skills. Some examples can be cited to give an idea. This can also be applied by simplifying texts in the 5th grade of general secondary schools. "Analytical reading" sessions are conducted in the following content:

Topic: Reading the text - the basis of philological education (for students of the 1st year of philological faculties)

Land is a treasure, water is a pearl.

Phonetic analysis:

Er. A one-syllable word consisting of one vowel and one consonant. E-tongue, medium wide, unlabeled. R - tongue-sliding, slippery, resonant, sonorous (vibrating), pure. The word treasure consists of 3 syllables. 3 vowels (a, i, a) and 3 consonants (x, z, n). A - tongue-tied, bottom broad, unlabeled. I - tongue-tied, upper narrow, lipless. X - deep tongue back, slippery, silent, noisy, clean. Z - tongue-in-cheek, slippery, resonant, noisy, pure. N - tongue, explosive, resonant, sonorous (nose), pure.

Interpretation of water in the Qur'an

Allaah says (interpretation of the meaning): Will they not then believe? (Surat al-Anbiya ', 30)

"We sent the winds to fertilize. So We sent down water from the sky and sprinkled it with it."
(Surat al-Hijr, 22)

Interpretation of water in hadiths

Narrated by Sahabah Abu Said al-Khudri (r.a.). He said: To the Messenger of Allah (saas): "O Messenger of Allah! Can we perform ablution from the calf well? It is such a well that its filth (rags used by women during menstruation), dog meat and filthy things are thrown at it." The Messenger of Allah, may Allah bless him and grant him peace, said, "Water is pure, and nothing defiles it." (Termizi, 1/66).

The narrator said, "I heard the Messenger of Allah (peace and blessings of Allaah be upon him) being asked about the waters that are in the open and that are touched by wild animals and cattle from time to time." The Prophet (peace and blessings of Allaah be upon him) said: "If water is two slaves, it will not carry impurity" (Tirmidhi, 1/67).

Articles related to the word "water"

1. Who digs the canal, who drinks the water. 2. A drop of water looks like a river to an ant. 3. When the water level rises, the river overflows. 4. Water - from ice, stream - from mud. 5. If you give water to the wind, You will live for a thousand years. 6. There will be no nephew, no single drop of water. 7. Look at the flow of water, look at the will of the people. 8. The people are stone,

the official is water. 9. Enter the river, enter the water. 10. Husband - mother, water - father. 11. Let no water come out of your grave, let no water come out of your house. 12. There is no abundance in a bad bee, and in a land without water - tol.13. Bad fish make the water muddy. 14. If water falls on a bad river, it will not be forgiven. Even if you give water to a snake, it will poison you. 16. A lion with water will not come to the place where a dog puts its beak. 17. He who brings water is humiliated, He who breaks the pitcher is holy. 18. He who gives fire takes firewood, and he who gives water takes water. 19. Truth will not burn in fire, nor will it sink in water.

Riddles related to the word "water"

1. Goes, goes, does not look back. (Water, stream) 2. I carved, no trace. (Water) 3. Long poplar, no shade. (Water) 4. A long trail comes, A tall girl comes, Her eyebrows tremble, Her mirror shines. (Water, stream) 5. Like a stone coming from a mountain, Like a roaring horse. (Water) 6. Ketar, there is no trace of ketar, There is no knee to lean on. (Water)

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Результаты перевода

star_border

Theoretical information about water It is known that a pure water molecule consists of 88.8% oxygen and 11.2% hydrogen, consisting of 2 hydrogen and 1 oxygen atom (on a plane surface, 2 hydrogen atoms are joined by an oxygen atom at an angle of 1050). The positive and negative charges in it are located at 2 poles. Dipole moment μ q 1.85 decays. 2 molecules of polar water combine to form a dimer. The electrons in the oxygen atom are located in the following layers: 1S² 2S² 2P⁴. Typically, 2 out of six electrons in two energy layers are involved in the formation of a water molecule, which can be expressed as N: O: N. The other two electron pairs will be directed to the N atoms that make up the next 2 more water molecules. They participate in the formation of molecular-specific hydrogen bonds after association, creating a negatively charged electron cloud. The hydrogen bond is 4.5 kcal per 1 kg of atom. During a session, the pupil or student receives relatively much information and his or her vocabulary increases. Comparative analysis of information of different styles and content on a topic. In this case, the learner will have the opportunity to express the language, to apply the knowledge and skills previously acquired in the language. As a future expert, he deeply understands the commonality of language and literature when literary texts are analyzed. Oral and written speech will improve as a result of an increase in the vocabulary of a student or learner who is engaged in the analysis of such texts on a regular basis. First of all, it is necessary to include the subject of "analytical reading" in the curriculum of all branches of philology, mother tongue and literature of higher education institutions.

(CONCLUSION/RECOMMEND)

In conclusion, the introduction of the general secondary education system at a later stage will make a significant contribution to the development of mother tongue and literature education. Prospective philologists must have a perfect and holistic knowledge of both language and literature, because a specialist who has graduated from high school and entered a school or an educational institution in general, teaches native language and literature equally. Analytical

reading sessions can be more practical and can develop the necessary speaking competencies in the future teacher or researcher.

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PROBLEMS OF DATA REPLICATION IN DISTRIBUTION SYSTEMS

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ABSTRACT

In this article, we will compare the replication methods available in database systems. These problems are to maintain consistency between the actual state of the real-time object of the external environment and its images reflected in copies distributed across multiple nodes. Nowadays, modern applications of devices connected to the Internet are experiencing rapid growth and variability of transactional workloads. Database replication should increase access to databases to calculate efficiency. The replication algorithm allows high-speed distribution of changes in the database to all replicas, which ensures the robustness of all replications. However, a fragmented routing algorithm is used to consistently balance the load of incoming transactions on existing instances. Shows how it can perform almost linear measurements of workload for databases. To expand the idea of large-scale database modeling, we will consider improving the consistency and scalability of data using an algorithm that is applied and available in the database. Individual levels of iteration to prevent overuse of resources, all of which together help solve the problem of scalability for distributed real-time database systems.

KEYWORDS: *Method, Replicated database, Replicated Database Design, Replicated database protocols, Transactional replication, Data consistency and Scalability, Active and Passive replication, Recognition.*

INTRODUCTION

Data replication is an enticing backup method because of two main reasons: its safety and its quick convenience. The method helps organizations maintain multiple up-to-date copies of their data, distributing it to data centers close to remote offices.

When creating an application for work within information processing distribution systems, programmers often need to develop a data replication mechanism. Replication is a method of data exchange to ensure data compatibility between redundant resources such as software, hardware components to improve reliability, fault tolerance, usability. Replication in distributed computing systems is the process of copying information from one database to another and then combining them. Most modern distribution applications run on multiple databases. The amount of information processed by the software that is part of the distribution system is currently so large that it is technically impossible and inexpedient to store it in a single computing network node. As a result, systems using distributed storage and processing technologies are becoming more common. Within each system of this type, there are several nodes for storing information. A constant condition for the normal functioning of the system is the logical coordination of data

operations performed on different nodes of the system. Fulfillment of this condition ensures the use of the distribution transaction mechanism. At this point, it may be necessary for the distribution system to be compatible with the data at different nodes[2].

As a rule, the need for such a combination of structural data sources arises between independent system nodes, such as a separate database server, between the primary and backup database servers, between the database server and the semi-autonomous workstations. The compatibility of different sources of information is achieved by replicating the data. The following is a detailed look at the different aspects of a distributed computing system that require replication. Many modern information processing distribution systems are based on the operation of one or more database servers. Reliability of information storage and functional stability of the server are the main factors determining the performance of the system. It is known that the most common way to protect against data loss is to create working backups of the database. Having a backup in case of data corruption on the server allows you to quickly restore the database. The advantage of this method of interrupt protection is its versatility and general usability. The process of creating backups does not require the addition of additional expensive hardware to the system, as backups can be created on the server itself or on external media. Recovering data from an enterprise-wide system database backup can take several hours, which is completely unsuitable for production. In addition, backing up a database is the only way to protect against data loss. Functional interruptions to the entire server often require a full reinstallation of the entire system software components to restore its functionality, which takes a long time.

LITERATURE REVIEW

The strategy we used to create the search strings was as follows [2] [19]:

- finding papers about distributed information system.
- Listing keywords mentioned in primary studies, which we knew about.
- Use synonyms word (usage) and sub subjects of network technology in data replications such as (distributed information system, database, replication, query intensity, telecommunication network, datacenter).
- Use the Boolean OR to incorporate alternative spellings and synonyms.
- Use the Boolean AND to link the major terms from population, intervention, and outcome.

The complete search string initially used for the searching of the literature was as follows: network technology AND data replications. It has been highlighted in [4] [16] that there are two main issues on conducting an SLR search which are the sensitivity and specificity of the search. In our preliminary search, when we used the complete search string defined above we retrieved a very high number of articles. For instance, Google scholar, Scopus, ProQuest education, IEEEExplore, Science Direct, Springer Link retrieved more than two hundred results. Therefore, we have deepened our search and used this search string: (Adoption OR Usage) AND (religious database. OR database) AND (query intensity OR telecommunication network). The revised search string has given us a reasonable number of studies and we finally selected relevant empirical studies

THE MAIN PART

A faster recovery of the system after a downtime is possible when using a backup server, which is a complete analogue of the database server. During system operation, the information stored on the working server is periodically replicated to the backup server. In case the system's working server fails, it can be reset to work with the backup server as soon as possible. This method of interrupt protection is more expensive, requiring the allocation of additional hardware nodes under the database backup server, but in the process of continuous production, such costs are

fully justified by the possibility of rapid system recovery in the shortest possible time[6]. Data replication on the backup server is an important part of the described scheme of system protection against interruptions. The speed and accuracy of the synchronization between the database on the worker and the backup servers depends on the ability to update the system operation of the backup server based on the minimum loss of information and working time (Figure 1).

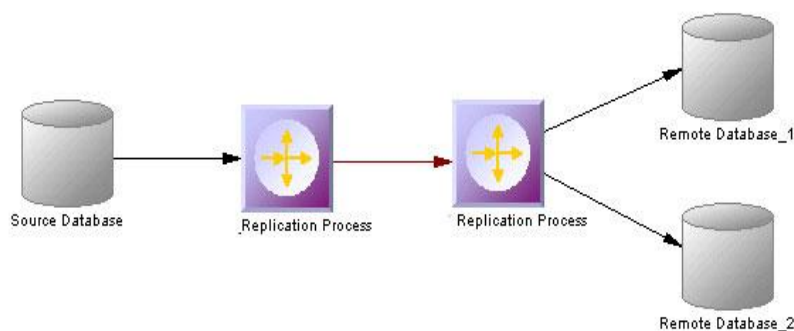


Figure 1. Replication Process

Another example of the use of replication between databases can be found in complex unified systems built by combining several subsystems, each of which works with its own private BD server. Separate segments of such a system can be data servers and connected workstations located at great distances from each other. As a rule, this situation makes it impossible for the system nodes to interact in the form of a direct permanent connection. One solution to this problem is to replicate data between system servers for public use[5].

Data replication should be performed in the background without interrupting the normal operation of the system. The need to provide system users with the most reliable and up-to-date information requires that data be replicated at regular intervals. In addition, the low bandwidth of the communication channels used to interconnect the servers is based on the need to minimize the amount of data transmitted across the network per replication session[9].

Thus, in this case, as the third example of the replication distribution architecture, the distribution computing system plays an important role in ensuring the normative operation. The practice of data replication plays an important role in his work. It is possible to consider the organization of the module of the distribution system in a semi-automatic mode. An example of a successful solution to a number of problems is the semi-automated mode of application operation within the distribution system, when the use of system resources is limited.

First, when using unreliable communication channels, the semi-automatic mode of application operation increases the stability of the application operation. It is known that online applications can work only when there is a connection to the server, and semi-autonomous applications can work when there is no connection to the server and when there is no connection[11].

Second, the use of semi-autonomous applications allows you to avoid increasing network congestion by minimizing network traffic. If there are enough online applications in the system, the development of a semi-autonomous application will be a successful solution, which will help to prevent the increase in traffic to the communication channel by adding new jobs.

Third, the semi-autonomous modules can be configured in such a way that no data exchange takes place during the high load on the semi-autonomous workstations and the central database server. This system allows the central server to distribute the load more evenly and optimally over time[15].

Creating semi-autonomous modules within a distribution system is especially effective when the system is used in practice within its resource capabilities. As the number of online jobs increases, the load on the central server increases, network traffic increases, which leads to a decrease in the efficiency of the entire system. In this case at least the central server hardware needs to be upgraded or more serious architectural changes need to be made in order to restore the system to its proper level.

For the system module to work effectively in a semi-autonomous mode, it is necessary to organize the use of the application to a certain part of the information stored in the central database. There is no connection between the workstation and the BD server. This task can be solved by creating a local database on a workstation designed to store an exact copy of the information required from the central database. The presence of such a database on the workstation ensures that the application has access to data even when it is not always connected to the server[14].

When working with a local database, the chances of getting up-to-date information are reduced compared to an online procedure. The data uploaded to the local database can only guarantee compatibility with the information on the central server at the time of download. Subsequently the probability of a gap between these data warehouses increases at a rate corresponding to the average intensity of changes in the data entered into the central database. The longer the time intervals the greater the differences that can be collected in the local database. In order to ensure the compatibility of the information in the local database, it is necessary to ensure strict periodicity of replication from the central database to the workstation. The practice of replicating data from a central database to a workstation must meet a number of requirements.

First, replication practices must ensure the reliability of the information uploaded to the local database.

Second, the time spent on replication should be minimized as much as possible.

Third, the way the program accesses the data stored in the central database must meet the security requirements of the system.

The suitability of the data replication mechanism for these conditions depends on the efficiency and reliability of the semi-autonomous module and the efficiency of the automated production process[19].

Data in a distributed system is stored between multiple computers on a network. Some of the reasons for data duplication in distributed systems are:

Error resistant: The system works even if there are network problems. If one replica fails, the service can be provided with another replica.

Reduced latency: By storing data closer to the consumer geographically, Replication helps reduce data request delays.

Reading Scope: Reading requests can be provided from copies of the same data that are repeated. This increases the overall throughput of the queries.

High availability: Replication in distributed systems is the most important aspect of increasing data availability. The data is duplicated in many places, so the user can log in even if some copies are not available due to site glitches.

There are several types of data duplication in a distributed system based on certain types of architecture:

- Asynchronous and synchronous replication
- Active and passive replication
- Based on server model
- Replication schemes

Asynchronous replication: In this replication, the replica is changed after a commitment is made to the database.

Synchronous replication: In this replication, the replica is changed immediately after some changes are made to the relationship table(**Figure 2**).

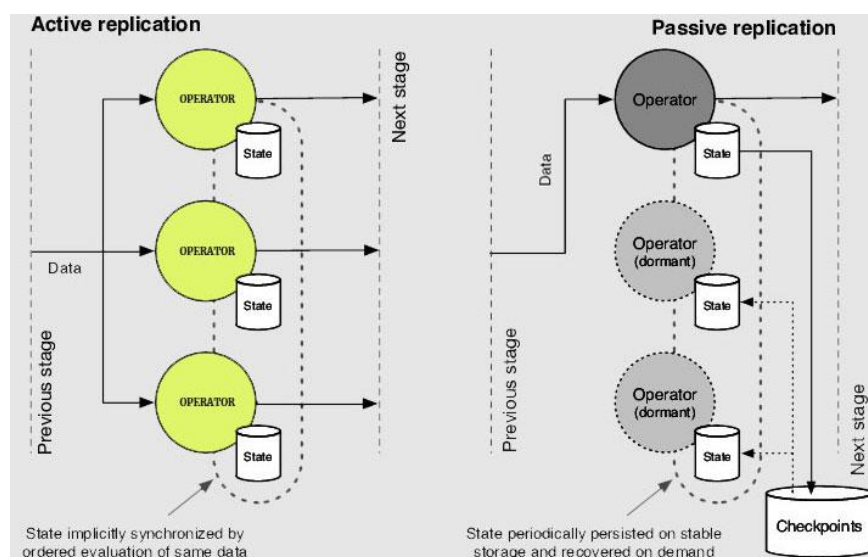


Figure 2.Active vs Passive Replication

Active replication: Active replication is a decentralized replication mechanism. The basic idea is that all copies receive and process the same customer requests. Consistency is ensured by assuming that the replicas produce the same result when the same input is given in the same sequence. This assumption indicates that the servers respond deterministically to the queries. Clients refer to a group of servers, not a single server. Client requests can be transmitted to servers via Atomic Broadcast so that they receive the same access in the same sequence[18].

Passive Replication: Client requests in Passive Replication are processed by only one server (primary name). After the main server processes the request, it changes the status of the other (backup) servers and responds to the client.

If the primary server fails, one of the backup servers will take over. Even non-deterministic processes can benefit from passive replication.

The disadvantage of passive replication over active replication is that the response is delayed in case of failure.

Based on server model.

Single Leading Architecture: In this architecture, a single server accepts client write and copies data from it. This is the most popular and traditional method. It's a synchronous technique, but it's also very rigid. **Multi-Leading Architecture:** In this architecture, multiple servers can accept write and serve as templates for copies. Copies should be distributed so as not to be delayed, and managers should be close to all of them[14].

No management architecture: Each server in this architecture can accept write and act as a replication model. While it provides maximum flexibility, it makes synchronization difficult(Figure 3).

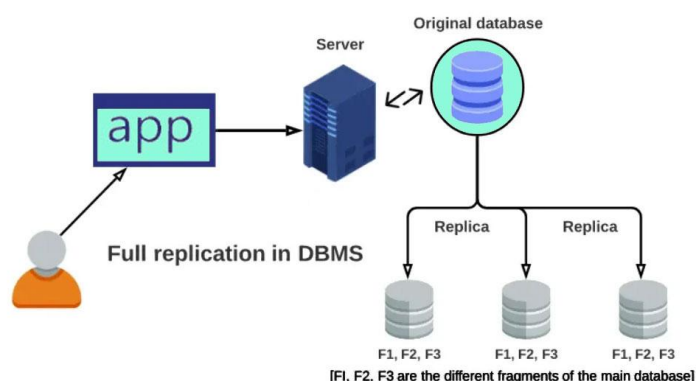


Figure 3.No management architecture

Partial data replication: Here only selected parts of the database are repeated depending on the importance of the data on each site. The number of copies, in this case, can be any from one to the total number of nodes in the distributed system[18].

Partial databases are stored on personal computers and such replication can be effective for members of sales and marketing teams who are regularly synchronized with the main server (Figure 4).

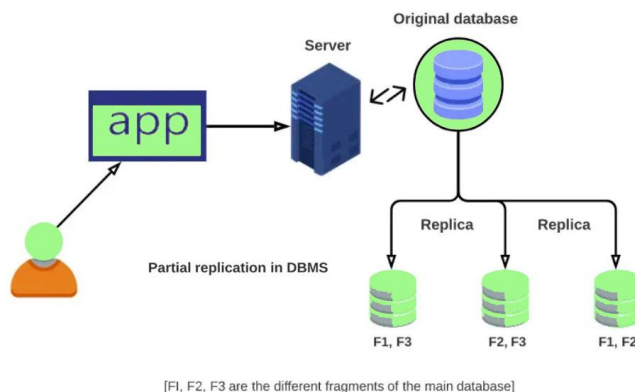


Figure 4. Partial data replication

No Replication: In this Replication scheme, each node in the distributed system receives a copy of only one partition of the database.

While the lack of replication may be related to the simplicity of data recovery, it can slow down the execution of queries as multiple users access the same server.

The absence of data duplication in DBMS ensures that data is available relative to alternative replication methods(Figure 5).

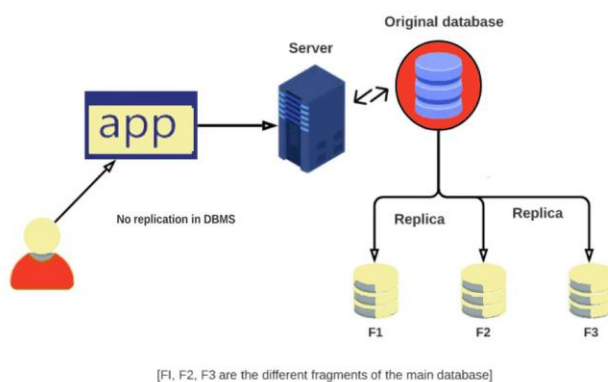


Figure 5.No Replication:

Data Modification: The best class and local help to change complex data is at your fingertips. Code & No-code Flexibility is for everyone.

Smooth Mapping of Schemes: Manage fully automated circuits for incoming data with the desired location.

Scalable: An excellent horizontal measurement with minimal delay for modern data needs.

Built-in connectors: support more than 100 data sources, including databases, SaaS platforms, files and more. Native Webhooks and the REST API connector are available for custom resources.

Quick setup: Easy interface to work with minimal setup time for new customers.

Exception security: a fault-tolerant architecture that provides zero data loss.

Live support: Available around the clock to extend great support to its customers through chat, email and support calls.

Advantages of data replication in distributed systems

Some of the advantages of replicating data in a distributed database or system are:

Improving Analysis: The team can implement Analytics without compromising productivity by having a separate, complete copy of the database.

Increase availability: A distributed database allows multiple users to view and manage data without interfering with each other.

Ensures business continuity: Increasing data on distributed systems as part of your emergency recovery strategy ensures that an off-site copy of the system is available in the event of a hardware failure or a payment program attack. This allows businesses to recover data while ensuring business continuity[13].

Advanced Performance: Because the same data is stored in different locations, users can access data from a server near them which reduces network latency and speeds up.

Allows multiple users to access: Multiplying data helps to execute queries, especially when multiple users access the database.

Disadvantages of data replication in distributed systems

Duplicating data in distributed systems can cause several problems, as discussed below:

It can take up a lot of storage space, especially when fully replicated. If multiple copies need to be updated at the same time, this can lead to significant financial costs or performance degradation. Maintaining data consistency can be difficult when using merging or peer-to-peer replication.

Different sources may not be synchronized with each other due to incorrect or outdated replication. This can lead to unnecessary data warehouse costs spent on processing and storing unnecessary data.

There are maintenance and other costs associated with using multiple servers. These costs must be borne by the organization or a third party. If they are managed by a third party, the company runs the risk of blocking the vendor or having problems with services that are not under its control.

RESULTS

In order to organize the work of the application in a semi-autonomous manner, it is necessary to consider the mechanism of data replication between the central BD and the local database, as well as to ensure the timely implementation of appropriate data exchange practices. Development of a software architecture model of the replication mechanism:

- Establish basic requirements for the data storage system used to create a local database
- Choice of replication strategy
- Check the ability of the proposed mechanism of replication

There is currently a set of colorful architectural models that allow you to create distribution applications. It is necessary to distinguish the criteria for selecting the application architecture in accordance with the conditions of application of the software product. A number of recommendations have been formulated on the selection of effective software development technology for these applications. It is necessary to determine the approaches to the replication strategy based on the set task conditions.

CONCLUSION

In short, you have the opportunity to multiply data on distributed systems, distributed transactions, and distributed systems. We explored the need for all of these systems and techniques. In addition, you have studied different types of replication in distributed systems. At the end of this article, you explored the various benefits and challenges associated with data reproduction in distributed systems. Today, businesses are facing more diverse and complex data sets than ever before. As a result, organizations can no longer manage their data through simple Replication processes alone. To maintain competitiveness most businesses now use a number of automated processing methods.

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EXPRESSIVE WAYS OF CONNECTION BETWEEN CULTURE AND LITERATURE

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ABSTRACT

This article involve in interrelation of culture and literature, as well as the ways that expresses basic features of their connection. There are instances identifying research purpose. The basic concept is that literature is a creative effort, an universal form of expression that addresses spiritual, emotional, and intellectual issues of mankind. Furthermore, literature encompasses a wide range of works that are written in books, newspapers, or articles, as well as spoken, acted, filmed, sung, or drawn as cartoons on television.

KEYWORDS: *culture, literature, relationship, communication, art, English.*

INTRODUCTION

Culture is a contentious concept that means various things to different people. It is the synthesis of human knowledge, beliefs, and conduct. Language, ideas, beliefs, practices, taboos, codes, institutions, instruments, methods, and works of art are all examples of culture. Culture is made up of common values, beliefs, knowledge, skills, and practices that guide the behavior of members of a social group at a given moment. It is the expression of one's creativity, talents, traditional knowledge, and resources. Craft and design, oral and written history and literature, music, drama, dance, visual arts, celebrations, indigenous knowledge of botanical properties and medicinal applications, architectural forms, historic sites, and traditional technologies, traditional healing methods, traditional natural resource management, and patterns of social interaction that contribute to group and individual welfare and identity are examples of these. It is widely agreed that culture encompasses how individuals interact with and treat others, as well as how they evolve or respond to changes in their circumstances.

In general, culture is a difficult question to answer; it is a huge and deep sea depending on the scene and viewpoint from which we seek to describe culture. However, based on our prior readings and studies, we may describe it as a framework of ideas, expressive symbols, and values within which people and communities define and express their judgements and sentiments in a democratic and free manner.

Literature may be understood in a variety of ways. It is a collection of written and spoken works, such as novels, poetry, or theatre, that employ words to excite the reader's imagination and offer him with a new perspective on life. The basic concept is that literature is a creative effort, an universal form of expression that addresses spiritual, emotional, and intellectual issues of mankind. This, however, is a fourteenth-century concept. Literature in the eighteenth century

was defined as "well-written writings of an imaginative or creative nature." Good literature is seen to display creativity and the ability to stimulate questions and discussions, present fresh points of view, and allow the reader to broaden his awareness of himself and the entire world.

Furthermore, literature is any factual, imaginative, and creative work about people's lives and what they have accomplished, what they have believed, and what they have made or thought to create. Furthermore, literature encompasses a wide range of works that are written in books, newspapers, or articles, as well as spoken, acted, filmed, sung, or drawn as cartoons on television. It should not portray a single perspective on human life, for example, only the positive aspects of their lives; rather, literature should portray various and real perspectives on human life, whether positive or negative, because this implies a balanced and viable representation of human life realities and existence.

Moreover, literature may be experienced through a variety of mediums, including auditory, audiovisual, oral, and so on. It is a cultural expression since it transmits human knowledge, ideas, and actions.

For millennia, individuals have felt compelled to communicate their feelings about the things and events that happen around and to them. The need to show and pinpoint their own place in the spatial and temporal dimensions naturally led to the process of documenting these occurrences in various forms and media. Such as imaginative literature, which has shown to be one of the most important instruments for reflecting on what is going on around us. According to Philip Tew

"[n]ovels both rationalize and engage dialectically with our historical presence, playing their part, however provisionally at times, in our understanding of and reflection upon our lives"

Moreover, as Tew argues,

"[t]o cite history and critical longevity as offering the only correct or worthwhile arbitration of literary worth [...] is at best questionable and certainly naïve"

On the top of that, literature is viewed as a mirror of culture and society, depicting people's views and ambitions placed in certain time and space frames in the most creative and imaginative way. It represents and stimulates societal changes, and it is frequently seen as a reliable source of cultural representation. According to Hanauer (2001), literature is a useful source of cultural information exactly because it presents a personal perspective of life and values as experienced by the author of the literary work. Thus, Cruz reasoned, reading literature helps people to develop new ideas and ethical perspectives, and it may assist individuals in presenting themselves as educated members of society.

Literature and culture are deeply intertwined and have a strong relationship because literature has always embodied culture; the first literary work in English that conveys cultural context about life is written in Old English, which appeared in the early Middle Ages, and we are referring to "Beowulf" from Anglo-Saxon literature, which is a heroic epic poem. Typically, many writers like to write about female epic poems or stories in Old English, recounting the account of how the heroes defeated evil and regained their glories. In Beowulf, the hero Beowulf had to fight several fights against the devils Grendel, Grendel's mother, sea serpents, and the dragon. In general, this Beowulf poem in Old English Literature depicts the true history of the old Old English period in which heroes went on campaigns, fighting against devils or terrible things, and eventually returning home with glory. The Middle English literature began in the 12th century,

when a new variety of English known as Middle English emerged. Middle English literature was divided into three categories: religious, courtly love, and Arthurian.

CONCLUSION

In conclusion, literature serves as a voice that expresses values and beliefs, and it demonstrates how people live as individuals or groups with this perspective, as well as how their cultural life was and how their culture and traditions used to be; literature becomes the ideal tool for showing learners the English-speaking world and leading them to discover English culture. It provides an excellent chance for learners to broaden their global knowledge since they will have access to a wide range of situations, all of which are unquestionably tied to the target culture. Learners will comprehend and engage well with the English people if they have literary understanding of the English language.

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FEATURES AND MAIN CHARACTERISTICS OF CONTENT-BASED INSTRUCTION

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ABSTRACT

Content-Based Instruction is a method of organizing instruction around the content. Similarly, the concepts of Material-Based Instruction are strongly based on communicative language teaching principles since they require active engagement of students in the sharing of content. This article considers Content-Based Instruction as a relevant language teaching technique, its history, definition, and principles. Furthermore, the essay discusses the specific qualities of Content-Based Instruction as well as its primary paradigms. A Content-Based Instruction lesson plan with supplies is also included. Finally, some observations and implications are presented.

KEYWORDS: *CBI, Technique, Integrate Skills, Principles, Context, Genuine Materials.*

INTRODUCTION

Various academics and writers have presented various definitions of CBI. This section contains useful information on the definition of this topic. CBI suggests a method in which students learn the target language through content. According to Richards and Rodgers, "Content-Based Instruction refers to a second language teaching strategy in which teaching is arranged around the content or knowledge that students will gain, rather than a linguistic or other sort of syllabus."

The subject matter that humans learn or convey through language is commonly referred to as content. Information-based instruction is defined as "the teaching of language through exposure to interesting and relevant content to learners." When it comes to defining the notion of content, Snow goes above and beyond.

Discussion

It is discussed the fundamental concepts of CBI as well as its distinguishing features. CBI principles are mainly based on communicative language teaching concepts since they need active engagement of students. Students in the sharing of information CBI is founded on two important concepts, according to Richards and Rodgers: (1) People learn a second language more successfully when they utilize it as a method of collecting information rather than as an end in itself. (2) CBI better represents learners' demands for second language learning. People who are presented with everyday requirements in a real-life setting may find it simpler to acquire and apply the target language as a tool with a meaningful purpose.

Make instructional judgments based on content rather than language.

Truly, most publications for second language training are created by course planners and material designers rather than language instructors. It is also true that the obligation for selecting and adapting instructional materials lies on the language instructor, especially when dealing with CBI.

In reality, CBI allows for content selection. The educational judgments on selection and sequencing are determined by the topic itself. Brinton describes CBI as "allowing the choice of content to govern or affect the selection and sequencing of linguistic components" [Brinton, 2003, p. 6].

Integrate skills. The CBI promotes an integrated skills approach to language teaching. A typical class, for example, might begin with any skill or concentration, such as intonation or any other language aspect. This method also entails teaching numerous talents at the same time, much as in the real world.

Include students in all stages of the learning process. One of the most distinguishing features of the CBI classroom is that it is learner-centered rather than teacher-centered. Students do not rely on the teacher to direct their learning experience. Students take on a more active role in the CBI classroom, generating and actively engaging in the development of knowledge. In this technique, peer criticism and contribution are also important.

Content should be chosen based on its relevance to students' lives, interests, and/or academic ambitions. The content is directly tied to the requirements of the students and the educational environments. For example, at high schools and colleges, content corresponds to the many disciplines that students study.

The main distinction is that they are presented from a different perspective and with different instructional goals.

Choose genuine texts and duties.

Another important aspect of CBI is its authenticity. The texts and exercises utilized in CBI are real-world examples. It is true that bringing and using authentic material in class changes its original purpose, but it is also true that using authentic material promotes learning of the target

language's culture (prominence, linking, word stress, intonation, lengthening, syncope, and others), so learners can truly understand the subtleties of the target language. This may be accomplished by utilizing real materials. Students will be more motivated and eager to continue their learning process outside of the classroom once they see they can grasp and utilise authentic resources.

Finally, I must concede that modifications of real content may be more advantageous to some groups of learners, such as novices.

Regarding the distinguishing features of CBI, it is important to note that the content selection in CBI extends much beyond one class. The utilization of organized information over time (often many weeks of training) is a key component of this strategy. Brinton presents a summary of the most frequent CBI classroom strategies and exercises. These approaches and exercises are similar to those used in CLT in that they require active engagement from learners.

Pair and group work, information gap, jigsaw, graphic organizers, discussion and debate, role-plays, and other classroom approaches and assignments are described here. These strategies and activities are clearly anchored in CLT principles. Following that, Stryker and Leaver state that the CBI concept "aims at empowering students to become autonomous learners and continue the learning process outside the classroom." I completely agree with Stryker and Leaver that one of the primary goals of language teachers is to demonstrate that pupils can and should learn on their own.

Specific cultural and linguistic elements of the language (prominence, linking, word stress, intonation, lengthening, syncope, and others) can be taught so that learners really appreciate the nuances of the target language. This may be accomplished by utilizing real materials. Students will be more motivated and eager to continue their learning process outside of the classroom once they see they can grasp and utilise authentic resources. Finally, one might infer that the subject matter or issue being studied is the emphasis of a CBI lecture. In a typical CBI course, students learn something that interests them in the target language, allowing them to build linguistic talents and broaden their global knowledge. These are important concepts and distinguishing features of CBI.

CONCLUSION

CBI, in my opinion, may be both demanding and rewarding. This strategy may be successful if students, administrators, and academics are actively involved in the process. Personally, I would combine CBI with other CLT approaches, such as task-based teaching (to add more meaning), as part of the curriculum to assist learners in acquiring the target language.

Then, rather than just learning the language, CBI has become a popular strategy in ESL and EFL courses since students' motivation appears to rise when they learn about something that interests them.

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WRITING A LITERATURE REVIEW

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ABSTRACT

While writing research papers, students are required to write a literature review. Although there have been many articles published on the process of how to write literature review, students and instructors are still facing some difficulties when it comes to the structure of a literature review. This article presents efficient and straightforward steps on how to teach students to write an appropriate literature review and alleviate students' anxiety in the process of designing literature review. This very study has been framed around following steps, such as: understanding what is a literature review (LR), analyzing synthesis matrix for LR, essential structure and approaches for writing literature review.

KEYWORDS: *Synthesis Matrix, Literature Reviews (LR), LRL (The Literature Review Lesson), APA Style, Bibliographic Citations, Referencing.*

INTRODUCTION

The aim of this paper is to analyze scientific materials on the topic of "Writing a literature review", summarize the main steps in structuring the literature review, and find a gap in this field of research. Ridley claims that, literature reviews are typical writing assignment in bachelor's level courses, junior college courses, and graduate education. However, the process of writing in college as Gruenbraum claims, and especially writing literature reviews, could be intimidating and challenging for learners (Feak & Swales, 2009). This happens because there is lack of instructions on organizing structures for successful literature review. According to Cresswell, there are some goals to be accomplished through the literature in a research study: 1) it shares the outcomes of other studies with the reader that closely related to the study being reported (Fraenkel & Wallen, 1990); 2) it connects a study to the larger, continuing dialog in the literature about a topic, completing gaps and extending previous studies (Marshall & Rossman); 3) it provides a special form for establishing the significance of the study (pp. 20, 21). Thus, a good literature review should cover specific themes and subheadings within a topic chosen for the research study.

What is a literature review?

Literature review is an information analysis and synthesis, focusing on findings and not just bibliographic citations, summarizing the substance of the literature and drawing conclusions from it (Educational Resources Information Center). There are some other views on definition of literature review (LR). For example, Cooper states that, literature review tries to describe, summarize, evaluate, identify or integrate the content of primary reports. Whereas, other scientists believe that literature review is an objective, thorough summary and critical analysis of

the relevant available research and non-research literature on the topic being studied (Hart; Cronin, et al., 2008). A perfect literature review collects information for a certain topic from many sources. It should include empirical evidence on the research and row of key strategies. Literature review absolutely differs from an academic research paper, which aims to create new case or logic and contains a literature review as one of its parts. In a research paper, the literature is used as a basis and support for a new perception that the writer comes up with. The main goal of the LR, is summarizing and synthesizing the facts and ideas of others without adding new insights to the plot. Okoli & Schabram explain LR as the description of the paragraphs and quality of knowledge that is already exist, and readily demonstrates the reader the significance of previous work. Moreover, Literature review should be written in APA style for referencing and citing, that means, if a writer takes another author's idea or concept then s/he must respect it by acknowledging it (APA referencing style, 6th edition).

Synthesis matrix for literature review

A literature review demands a synthesis of various subtopics to get a greater comprehension of the state of knowledge on a specific theme. It operates like a jigsaw puzzle. Interestingly, one best option for organizing literature review is the *synthesis matrix*. The synthesis matrix is a chart that allows a researcher to sort and categorize the different arguments presented on an issue (NC State University). Okoli & Schabram also noted that, a good matrix is obliged to be systematic, i.e. explicit, transparent, methodologically objective, standardized, structured, and reproducible.

The importance of structuring the literature review

Zorn & Campbell argue by saying, that there is a lack of consensus regarding the structure of a literature review (LR). Surprisingly, no thorough research was conducted in terms of the structure of LR so far, which causes some difficulties for students to write a literature research. Moreover, learners find it difficult to synthesize articles in a literature review and thus are incapable of writing a coherent review according to Jonathan Cisco. He also points out, that direct instruction on how to write a literature review is of vital importance. In order to improve students' understanding of writing LR, Jonathan developed the LRL (The literature review lesson) program, where he uses four steps to teach. In summary, this practice was concluded to be both practical and efficient, and students learned the significance and easiness of using subheadings for theme-based paragraphs, rather than writing author-based summaries with disconnected sources.

Steps in the Literature Review

1. Choosing a review topic

Cronin, et al, proposes that the initial step to take, often the hardest thing, in writing a review of literature is choosing a topic. Usually the task is especially challenging when there is insufficient amount of knowledge in the content area. Next, Timmins add that talking to others, such as expert, or reading around a topic can also help to identify what areas of the subject the reviewer is interested in and may help indicate how much information exists on the topic. Following this step, it is crucial to go to the library for searching journal articles published based upon the topic. Cronin suggests that "having sufficient literature is also important, particularly when the review is an academic assignment". These academic assignments typically should be submitted in a short period of time according to deadlines, for this reason having enough literature is prerequisite component of successful output.

2. Searching and selecting appropriate articles

The next step is gathering information based on the chosen topic through multiple sources, such as library, journals, articles and the internet. Newell and Burnard (2006) explain that “comprehensiveness and relevance are what reviewers need to consider and add that the more specific the topic or question being searched is, the more focused the result will be” (Cronin et al, 2008). Perfect academic report will be more powerful when contradicting theories and findings are demonstrated with the position or prediction that student supports in his paper. As for Younger, (2004) Computer databases offer access to vast quantities of information, which can be retrieved more easily and quickly than using a manual search. These electronic databases could provide up-to-date information rather than just journals or books.

3. Analyzing and synthesizing the literature

After collecting the articles the student is ready to analyze and identify the most important information and then synthesize the collection of articles by dividing into several groups. Cronin, et al, points, that it would be have benefit to start an initial classification and grouping of the articles by type of source. One of the helpful tools here is limitless ways of structuring a matrix (Sally, 2013).

4. Organization of writing the review

The secret of a good literature review or research paper is the ability to reveal the findings in such a way that it demonstrates students’ basic knowledge in a clear and consistent way, as Cronin, et al considers. Consequently, literature review should consist of Introduction, main body, conclusion and reference list (Cronin et al, 2008).

CONCLUSION

This article has examined every essential step in detail for producing literature review, based on the other authors’ researches and suggestions. Many research studies have been conducted in this field, but still there is a gap in terms of published instruction on how to write a literature review. While searching the internet students usually are not able to find relevant and sufficient data on this topic. As Boot and Beile inform, “Doctoral students seeking advice on how to improve their literature reviews will find little published guidance worth heeding. ... Most graduate students receive little or no formal training in how to analyze and synthesize the research literature in their field, and they are unlikely to find it elsewhere (p. 5)”. In conclusion, literature research writing is considered to be the milestone for any academic paper work; we cannot produce academic works without rich literature sources in particular sphere of education. So it is highly demanded for linguists to develop new theories and facts by making some analysis for the improvement of the ways for a writing literature review.

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TRANSFORMATION OF ASPECTS OF SUSTAINABLE DEVELOPMENT OF ENTERPRISES IN THE ENERGY SECTOR OF THE REPUBLIC OF UZBEKISTAN

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ABSTRACT

The article discusses of transformation the main aspects of sustainable development of the fuel and energy complex of the Republic of Uzbekistan. Methods and ways of improving the organizational and economic mechanism of sustainable energy development are proposed. The concept of sustainable development of enterprises adopted at the UN conference on environmental development in Rio de Janeiro (1992) has not lost its relevance to this day. Studies have shown that in the digital economy, an important strategic direction for increasing the level of sustainability of enterprises is the automation and digitalization of production processes.

KEYWORDS: *Sustainable Development, Digital Economy, Nuclear Energy, Renewable Energy Sources, Energy Saving, Energy Efficiency, Fuel And Energy Complex.*

INTRODUCTION

Today, the sustainable development of enterprises of the fuel and energy complex is the core of development of modern society. Indicators of the energy sectors impacts the level of well-being of society, the activities of other sectors of the economy, and position in the world community. According to the IEA forecasts, in the next thirty years worldwide demand for all types of energy resources will increase significantly. Global gas production in 2019 increased by 3.8%. Among the 15 leading gas producing countries, which account for more than 85% of world production, growth was noted in Russia, Norway, Saudi Arabia and Turkmenistan. At the same time, according to the conclusions of the International Energy Agency, gas consumption will more than double at the current level.

In recent years, our country has paid special attention to the sustainable development of the fuel and energy complex in the world market. Action strategies for five priority areas of the country's development in 2017–2021, priority tasks for “further modernization and diversification of the industry by transferring it to a new level,... .. mastering the production of fundamentally new types of products and technologies,... reducing the energy and resource intensity of the economy, widespread introduction in the production of energy-saving technologies, the use of renewable energy sources, increasing labor productivity in sectors of the economy;”¹. Therefore, one of the main directions for improving enterprises of the fuel and energy complex in modern conditions is to improve the mechanisms for ensuring their sustainable development, contributing to the

rational distribution of their resource potential, increasing the level of innovative activity and increasing the competitiveness of industry products.

LITERATURE REVIEW

In the world scientific community in order to improve the methodology for assessing the organizational and economic mechanism of sustainable development of enterprises of the fuel and energy complex research is being carried out in the following priority areas: integration of the national fuel and energy system into the world market in the context of globalization; influence of effective integration of innovation processes and technologies on sustainable development of fuel and energy complex enterprises; the formation of tools for ensuring sustainable development of enterprises in the context of the development of the digital economy; attention is paid to ensuring the quality of the innovation environment and the efficiency of using the carriers of the innovative potential of enterprises in the fuel and energy complex, improving the organizational and economic mechanism for the sustainable development of enterprises in the fuel and energy complex.

The concept of sustainable development of enterprises adopted at the UN conference on environmental development in Rio de Janeiro (1992) has not lost its relevance to this day. This concept is a model for the development of civilization in which a balanced interaction of nature, society and economy is carried out. The main economic component of the concept of sustainable development is the optimal use of hydrocarbon energy resources and the use of nature-energy and material-saving technologies.

The classic definition of "sustainable development" is proposed by the International Commission on Environment and Development. This interpretation reveals the essence of the analyzed definition: it takes into account resource constraints, the interaction of the biosphere and the noosphere.

However, ensuring sustainable functioning of the industry is difficult to predict due to the uncertainty of external and internal influences. The danger of instability is always present in an uncertain economic environment. Sustainable development has many definitions, concepts and interpretations. This is due to the fact that in relation to any economic system, you can choose the definition of sustainable development based on the goals, characteristics, properties and characteristics of the development of the system. Each author puts his own meaning into understanding, highlighting certain aspects.

Research methodology

The article used various types of analyzes: heuristic and expert assessment, statistical grouping, correlation, economic and statistical, graphical analysis and other methods.

Analysis and results

In our opinion, ensuring the sustainability of enterprises in the fuel and energy complex should be considered as one of the important areas of increasing the competitiveness of the national economy, and studied as a set of objective prerequisites for the effective development of the strategic sector of the national economy.

Based on the results of various studies in foreign and domestic scientific literature, the main approaches to the development and implementation of a strategy for the sustainable development

of industrial enterprises, according to the author, are directed logical changes, the result of which is the effective sustainable development of the state's energy sector, which consists of the sustainable development of industries and enterprises. energy at the regional level, taking into account the backbone role of the fuel and energy complex of the republic. It has been determined that stability is retained by such systems that do not change their characteristics and properties under the action of external and internal disturbances. The process of sustainable development of the fuel and energy complex of the Republic of Uzbekistan should be associated with three "D": **digitalization, decentralization, decarbonization** which means the transition to digital energy, distributed energy and reduction of carbon dioxide emissions. The author proposes to supplement this list with one more term - **intellectualization**, which would reflect the real state and development prospects of the energy systems of the future - a "smart", integrated energy system.

Energy Strategy of Uzbekistan until 2030 involves the creation of a sustainable system for ensuring national energy security. The process of implementing the Strategy for Fuel and Energy Supply of Uzbekistan for 2020-2030 and a comprehensive program for digitalization of the electric power industry for 2019-2021 is underway, which will be aimed at automating enterprise resource planning (ERP) and supervisory control and data acquisition (SCADA) processes.

One of the main priority issues in the development of the electric power industry in Uzbekistan is the development of generating capacities in such areas as thermal power stations (TPS), nuclear energy, renewable energy sources (RES) with the attraction of foreign direct investment.

The development of nuclear energy for our republic is a new innovative direction, where the priorities in this area are: intellectualization of the development of nuclear energy, taking into account modern world trends; the greening of nuclear energy, where careful handling and preservation of natural resources is considered a priority; digitalization of nuclear energy is the most important component of the future energy sector and, accordingly, the state economy. Digital energetics is an energetics in which the relationship between producers and consumers of electricity has changed dramatically, as new, affordable technologies have appeared.

Studies have shown that in the digital economy, an important strategic direction for increasing the level of sustainability of enterprises is the automation and digitalization of production processes. The result of this is the national project "Implementation of an automated electricity metering and control system (AEMCS)", which has accelerated in recent years.

The author has improved a systematic approach to ensuring sustainable development, which involves considering the fuel and energy complex as an open system of an economic model (Figure 1).

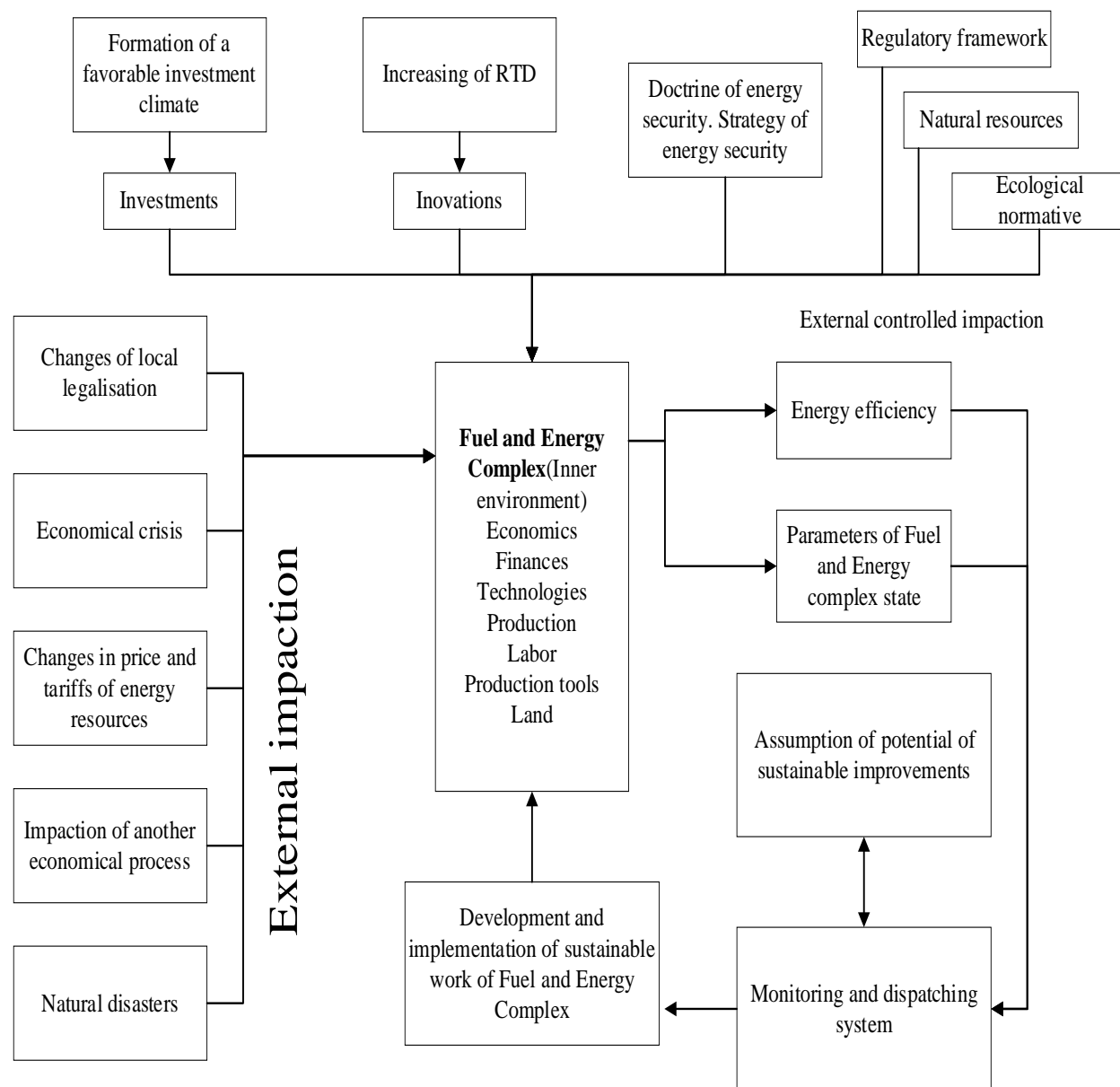


Figure 1. The structure of the economic model of sustainable development of the fuel and energy complex

We believe that the state of the fuel and energy complex depends on the stability of each element of the system. The essence of the functioning of the fuel and energy complex is reduced to the movement of information, energy, materials associated with the processing of input values (information, financial resources, material resources, ICT) and obtaining the desired results (energy resources, services, profit, information).

To analyze the functioning of the fuel and energy complex, the author singled out in its composition subsystems responsible for a certain type of activity (energy consumption, production of electricity and heat energy, energy supply). If the system is in a stable state, then its reaction to destabilizing influences can be as follows: adaptation; anticipation of possible changes; repayment of negative impacts. If the system is unstable, then the result of destabilizing

influences can be stagnation, degradation, regression - downward development, the collapse of the system.

Our studies have shown that the sustainable development of the fuel and energy complex is the transition of a system from one state to another, characterized by new properties and characteristics of the system, corresponding to the trends of the new time. Stability lies in the fact that after the transition from one state to another, the parameters of the state of the system, at the same time, do not deteriorate, in other words stay in the boundaries of stability. For an economic system, the main condition for sustainability is the provision of resources at the right time in the required amount and on acceptable terms. Resources can be exemplified as material flows, technologies, human resources, financial resources.

It was revealed that the fuel and energy complex have orbital stability that is the ability of uninterrupted and reliable functioning with any changes in the internal and external environment, maintaining, and improving its characteristics during the transition to a new level of development, provided that the state parameters do not go beyond the permissible limits. Orbital stability is characterized by the fact that it is selected - a neighborhood beyond which the parameters of the system cannot go if for any undesirable deviation of the state parameters it is possible to return the process to the boundaries of stable operation with the help of a control action. If the values of the indicators characterizing the criteria go beyond the boundary of sustainability, then the economic system is threatened with destruction.

Orbital stability allows the fuel and energy complex to maintain a balance of state parameters when moving to a new level of development. The author defines the main conceptual elements of the orbital sustainable development of the fuel and energy complex (Figure 2). The institutional component, which is the technological basis for making managerial decisions in the framework of sustainable development of the fuel and energy complex creates economic, organizational, and legal conditions for development ensuring the formation of a favorable economic environment which in turn provides an inflow of investments necessary for modernization and transition to the path of innovative development.

Clarifying the trilemma of improving energy security based on sustainable development of the fuel and energy complex we believe that firstly the fuel and energy complex is characterized by orbital stability - the ability of the system to function ensuring uninterrupted and reliable production, and supply of fuel and energy resources to consumers, and development under changing internal and external conditions while maintaining and improving their characteristics during the transition to a new level of development, provided that the state parameters do not go beyond the permissible limits. Development is the process of improving technology, accounting, control, business processes, and movement of material flows.

Secondly, energy security is the ability to provide uninterrupted and reliable supply of fuel and energy resources to consumers while leveling the emerging external and internal threats that destabilize the functioning of the fuel and energy complex.

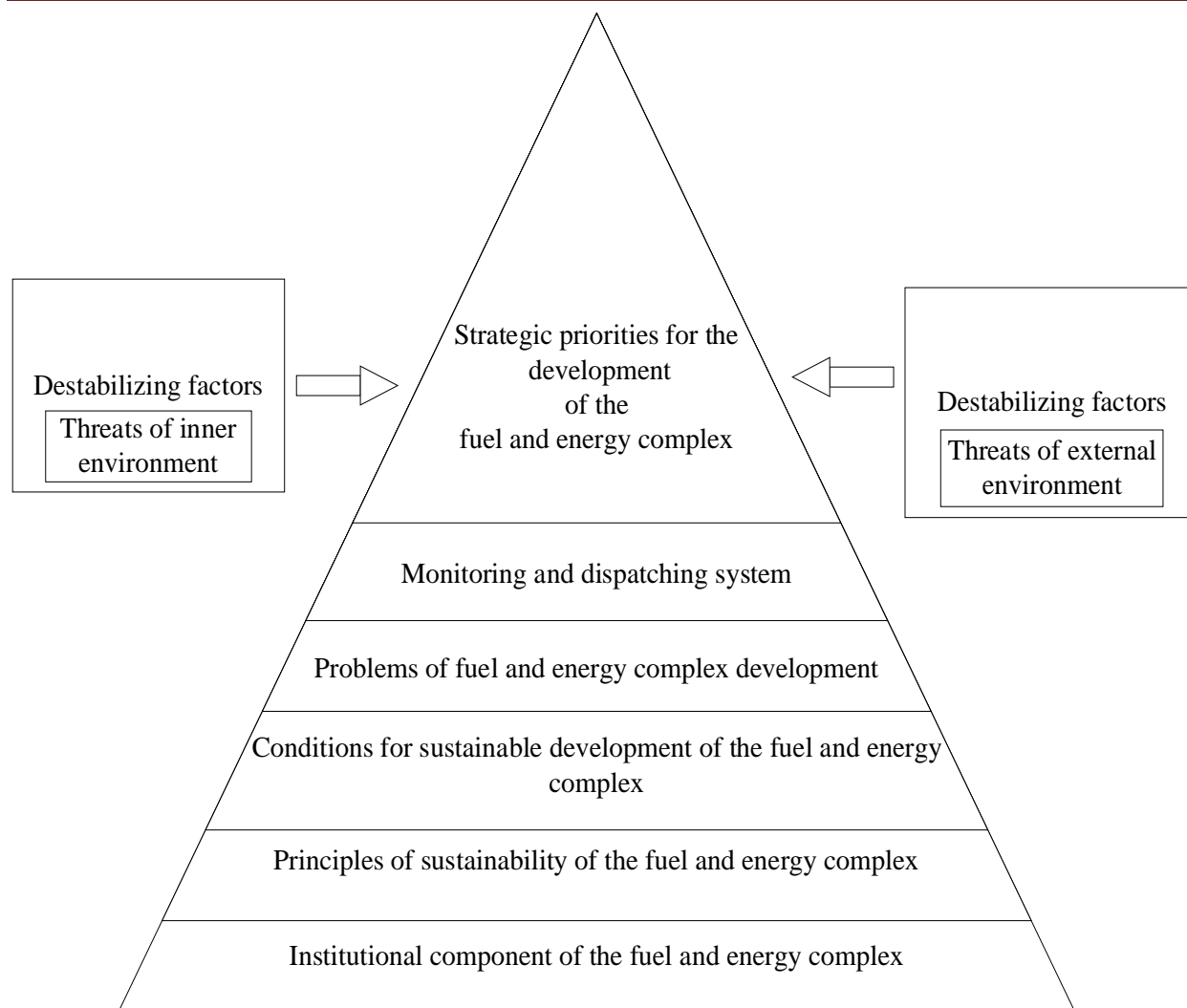


Figure 2. Elements of the concept of orbital sustainable development of the fuel and energy complex

Thirdly, the ecological component is the development of green energy based on rational use of natural resources, preserving the natural environment, and the production of energy from renewable sources.

Summarizing these three concepts, we can say that sustainable development is the process of ensuring energy, economic and environmental security, subject to effective environmental management. To overcome development imbalances and establish proportions, the structure of the system must be flexible and adaptable, and have the potential for improvement.

Integration and interdependence of elements and the ability to regulate are important for the integrity of the system.

To assess the level of sustainable development of an enterprise, the following groups of indicators are taken in accordance with their role in the production process: market, production, social, financial and economic (Table 3). The information base is the financial statements of the organization, forms of state statistical reporting, data of enterprises that are not included in it.

TABLE 3 MAIN ECONOMIC INDICATORS OF SUSTAINABLE DEVELOPMENT OF THE ENTERPRISE AND CRITERIA FOR THEIR ASSESSMENT

Indicators	Criteria	Unit
Market	Market share of product sales	%
	Turnover in a specific market	thousand sum /year
	Share of cash in turnover	%
Production	Commercial products in actual and comparable prices	thousands sum
	Volume growth index manufactured products	index
	Products sold	thousands sum
	Production costs	thousands sum
	Cost growth index	index
	Share of variable costs in the cost of production	specific gravity
	Production per worker	Thousands sum./ man/year
	Percentage of orders completed on time	%
Social	Number of employees by category	man
	The ratio of wages to subsistence minimum	coefficient
	Average monthly wage ratio employees to the average monthly salary in the country	coefficient
Financial and economic	Working capital	thousands sum
	Own working capital	thousands sum
	Net profit	thousands sum/ year
	Net profitability	%
	Current liquidity	coefficient
	Fixed-asset turnover	c./c.

The process of creating an information and analytical base for the analysis and construction of derived indicators for assessing the sustainable development of an enterprise is as follows: a) input of initial information on the enterprise; b) calculation of financial and economic indicators characterizing the position of the enterprise; c) analytical comparison of indicators; d) construction of a weighted index of the integral assessment of the sustainable development of the enterprise.

Ensuring sustainable economic development of the enterprise is one of the main tasks facing managers at all levels of management. The implementation of the principle of financial stabilization in the long term involves the development, selection and assessment of a financial strategy based on ensuring the financial stability and financial balance of the enterprise. In recent years a traditional method has been developed in assessing financial stability which is based on calculations of indicators calculated from the balance sheet data. However, the use of this technique which is quite simple to use is possible only for preliminary acquaintance with the

financial condition of the enterprise.

The analysis made it possible to develop the following scientifically grounded proposals for a strategy for sustainable effective development and reform of the fuel and energy complex of the republic:

1. Intensification and intellectualization of energy efficiency and energy saving (reserve - 30-40% of energy savings). This will require accelerated modernization of fixed assets, diversification of energy sources, pursuing a tough energy-saving policy, assessing the real costs of supplying the country, etc. It is necessary to introduce energy-efficient innovative technologies in the sector of residential, commercial and administrative buildings ("smart home", "smart city") , as well as network technologies (active-adaptive networks, energy Internet, information and analytical systems, etc.), that is.
2. Development of the national nuclear infrastructure, including the formation of a regulatory and legal framework, participation of the Republic of Uzbekistan in the global nuclear safety regime, ensuring the activities of the operating organization of a nuclear power plant, creating a regulatory framework for nuclear energy, ensuring transparency and openness to the public of the nuclear energy program, providing qualified personnel...
3. Development of energy resources of wind and sun. In most countries of the world, extensive work is underway to diversify the energy mix, including by expanding the use of non-carbon renewable energy sources. According to the estimates of domestic and foreign experts, the real technical potential of solar and wind energy in Uzbekistan is at least 10 million kW of power in each direction.
4. Development of an innovative system of the fuel and energy complex based on stimulating demand for domestic technological developments, restructuring the costs of energy companies for research and development, development of network forms of organizing and promoting innovation and technology transfer, including expanded integration into international networks and others;
5. Development of interaction of energy companies with educational organizations and research centers; expansion of the practice of co-financing by the state and business entities of long-term applied and innovative research and scientific and technological development programs. These problems are of particular relevance as part of the implementation of the measures provided for in the Resolution of the President of the Republic of Uzbekistan Shavkat Miromonovich Mirziyoyev "On measures to further expand the participation of industries and sectors of the economy in improving the quality of training specialists with higher education" (July 27, 2017);
6. Creation and development of an information and analytical system for monitoring and forecasting the development of the fuel and energy complex of the Republic of Uzbekistan, which will facilitate the formation of high-quality statistical and analytical reports, as well as fuel and energy balances for the future;
7. Improvement and development of the activities of the branch fund for innovative technologies in the fuel and energy complex with the participation of research institutes and educational institutions, private investors and others for the implementation of priority technologies in order to modernize the industry. In order to increase the efficiency of investment projects, active expansion of the scope of project management and the development of venture financing, which

ensures continuous financing of promising technological solutions at all stages of the innovation cycle;

8. Implementation and improvement of modern organizational models of educational institutions, including a model of innovative scientific, educational and industrial clusters, a model of interaction between educational institutions within consortia (including with the participation of international universities). Implementation of initiatives for the formation of engineering education (with the updating of educational programs taking into account the needs of production), aimed at deepening students' practical knowledge and technical foundations of the profession, as well as at developing skills in the creation and operation of innovative technologies.

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THE SCOPE OF NEOLOGISMS IN SCIENCE FICTION

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ABSTRACT

The term of 'neologism' involves a notion of 'relative recentness'. Furthermore, the sources of neologisms are various. Some are purely derived from science fiction, some have found their way into science fiction from real science, and some appeared in order to describe a sub-genre of science fiction. This article gives information about a problem in the overlap between science and science fiction.

KEYWORDS: *Neologism, Science Fiction, Phrase, Concept, Suffix, Terminology, Jargon, Cultural Context.*

INTRODUCTION

New words are often the subject of scorn because they are new, because they are perceived as an improperly formed, or because they are considered to be unnecessary. They are, however, a normal part of language change; with frequent use and the passage of time they become unremarked items in everyday use. A **neologism** word, speech, discourse + suffix is a word, term, or phrase which has been recently created (coined) - often to apply to new concepts, to synthesize pre-existing concepts, or to make older terminology sound more contemporary.

Neologisms are especially useful in identifying inventions, new phenomena, or old ideas which have taken on a new cultural context. The term e-mail, as used today, is an example of a neologism. Neologisms are by definition "new", and as such are often directly attributable to a specific individual, publication, period or event. The term neologism was itself coined around 1800; so for some time in the early 19th Century, the word neologism was itself a neologism. Neologisms can also refer to an exit object word or phrase which has been assigned a new meaning. We live in a society that constantly develops. New objects in different spheres arise and they need to be named. That is why no science can exist without neologisms, new words. Though the neologists dominate in the field of knowledge, other people, not only scientists, can also feel the necessity to express and interpret reality by new ways and create new words that would reflect it. Sometimes old words receive new meaning, change their word category or get new affixes or suffixes. If we want to come across a neologism we do not have to search for it very strenuously. Every day the mass media and advertisements want to attract our attention and one way for achieving it is creating of new words. We notice immediately that our vocabulary does not contain the creation word and we start to think about it. Also many marketing strategies

are based on this principle. We are flooded by these words through television, we can see them on billboards.

Many neologisms have come from popular literature, and tend to appear in different forms. For example, manufacturing, call-center, accounting, and computer programming jobs are not as abundant in developed countries, as they used to be, as firms have looked abroad to meet these needs, frustrating many people who used to work in these industries. These displaced workers often spent many years gaining specialized education, training, and experience, and don't want to start over at the bottom rung in a new industry. However, many older workers may have no choice but to take a "Mc Job", because an employer will prefer to hire a younger person who has just finished college for an entry level job.

New words come from many sources but most commonly; the jargon from professional organizations, innovation in society, the modernization of a word from another language, colloquialisms, teen-speak, popular artists/creatives/rappers creating new rhyming words, hysterical abbreviations we make up on Twitter, and, of course, let's not forget children and their wonderful imaginations. Neologisms are often created by combining existing words or by giving words new and unique suffixes or prefixes. In spite of the foregoing outline, there are not as many new things in the science fiction universe as might be intuitively thought. There are maybe half a dozen new inventions.

Clearly, the perception that science fiction is full of new coinages must be because it is a feature that marks it out from other genres. So it is not that science fiction is packed full of neologisms, but it is the case that it has more than are encountered in mainstream literature. There is a difference here as well in the type of neologism generally used. If you take the opening page of a few science fiction novels or especially short stories, you are likely to find new characters, new places, new machines, new social groups, new processes, and a host of new objects, all with new names invented by the science fiction author. Science fiction short stories tend to have an even greater concentration of such neologisms because the science fictional world has to be evoked in a relatively short space of text. But if you take the opening page of a few mainstream texts, the only new words you are likely to encounter will be new characters' names or invented new places. The paraphernalia of everyday life in mainstream fiction is simply there with its familiar terms attached. Whether creating people and places, or borrowing them from our own historical reality, mainstream fiction is limited in the things with which it can fill its world.

Science fiction, essentially, is distinguished by new concepts and things, though it additionally has the capacity to use the same created and borrowed words as well. Relative to mainstream language science fiction exercises its capacity for a greater number and a greater variety of types of neologisms. It is important, firstly, to distinguish between new word-shapes and new meanings attached to existing words; only the former new words are usually called neologisms, from a literal etymological reading of the Greek neo-logos. However, both constitute new uses of a word and both are important in the linguistic practice of the genre.

Neologism then becomes part of the description and definition of genre and sub-genre. Of course, another factor in this is not simply the type of neologism used but the source of the parts within the new term. If the words which are borrowed, compounded, shortened or act as the roots for affixing come from particular lexical fields, then the neologism takes on the flavour of that source, and in turn it will contribute to the texture of the science fiction narrative. For example, the lexical blends and abbreviations often found in cyberpunk writing tend to rely on

technological product terms and marketing language. The use of such neologisms helps to give cyberpunk worlds their atmosphere of advanced techno-capitalism. By contrast, the borrowed and derived words of „hard“ science fiction are often taken from the Latin and Greek roots commonly used by the natural sciences and medicine, and lend a scientific credibility to such science fictional worlds.

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THE IMPORTANCE OF MODERN PEDAGOGICAL TECHNOLOGIES IN LABORATORY CLASSES IN OPTICS

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ABSTRACT

This article analyzes the importance of modern pedagogical technologies in laboratory lessons from optics. In this regard, the improvement of the educational process in pedagogical universities includes not only the explanation of the essence of the laws of physics, but also the teaching of students in their future teaching activities on the basis of modern pedagogical technologies. Such conditions, called Gaussian optics, are fulfilled in limited cases, and in practice aberrations (image defects) are inevitable. Spherical aberration is considered to be one of the various defects of the image observed in the lens.

KEYWORDS: *Optics, Laboratory, Pedagogical Technology, Universities*

INTRODUCTION

Laboratory classes on the course of optics are a necessary and effective form of study in the study of physics. In the process of applying the theoretical knowledge acquired by students in practice, knowledge is built on a solid content, a solid foundation. In this regard, the formation of laboratory classes in physics is one of the most important issues.

Pedagogical universities have a specific pedagogical direction of training specialists, which requires in-depth, multifaceted knowledge of the teaching profession, as well as high pedagogical skills [1]. In this regard, the improvement of the educational process in pedagogical universities includes not only the explanation of the essence of the laws of physics, but also the teaching of students in their future teaching activities on the basis of modern pedagogical technologies. Therefore, as a problem, we set ourselves the task of improving the laboratory classes in physics using modern pedagogical technologies, as well as to increase the level of mastery by students.

Conducting laboratory classes in physics is an important way to improve the quality of knowledge that a future physics teacher will receive in professional training.

Performing laboratory work in physics will be the basis for creating a combination of theoretical knowledge and practical skills.

To this end, in order to successfully conduct laboratory work and experiments in optics, we have used a method based on modern technologies, which, if systematically monitored student achievement throughout the semester, will ensure students' interest in the basics of science. An important factor in providing and ensuring that students have a consistent knowledge system is achieved. In this method we used "integral elements of pedagogical technology", namely:

- A differentiated approach to education ;
- Gradual application of students' theoretical knowledge in practice ;
- The issue of career guidance of students .

In this regard, in our work we used the method of portion assignments to conduct laboratory classes in general physics. One of them is the stage of *preparation for the work, which we called the "preparation" stage*. At this stage, students prepare to get permission to do the work. At the same time, students use innovative technologies such as "mental attack", "Wheel", "BBB" and "Venus diagrams", "Step by step" [2].

The second stage is the process of performing a *physical experiment directly*. Before carrying out this stage, students observe the prepared virtual laboratory (animated mode of laboratory work) on the computer, experiment with the location of the equipment and the principle of operation.

The third stage is the final stage after the student completes the laboratory work, in which a report on the completed work is submitted. We *test* this stage, which we called. In this case, the student provides information about the application of theoretical knowledge in practice, experimental skills and abilities. Performs a theoretical question, test, or non-standard test assignment on a laboratory topic. Based on this structure, a curriculum was developed for all laboratory work in the optics department of the general physics course, which included the following:

1. To deepen the knowledge gained from the textbooks heard and recommended in the lecture course;
2. Independent acquisition of theoretical knowledge by students using the proposed program and recommended textbooks;
3. Creative consolidation of the acquired theoretical knowledge in practice;

Content questions and answers focus on understanding the physical laws, formulas, and their significance of the laboratory work being performed, analyzing a physical process or event, and finally understanding the characteristics of the experiment [3].

The student can use the teacher's advice on the content of assignments that encourage the application of practical knowledge in their work. This should be given special attention by teachers conducting laboratory classes in their work.

The advice given can guide students to apply the theoretical knowledge they have acquired in practice, helping them to think about the essence of this or that pedagogical activity. To this end, in the "teacher-student" dialogue, the teacher should strive to consistently ask students a system of more problematic questions. For example:

- What is the purpose of laboratory work?
- Necessary equipment for laboratory work-equipment options say.
- What other methods can be used to determine this physical magnitude (refractive index)?
- Do you know the physical meaning of the detected physical magnitude (refractive index) and so on.

Research conducted with the above methods shows an increase in students' interest in physics to consciously perform laboratory work. It is this increase in conscious interest and aspiration that increases efficiency, both qualitatively and in terms of the time spent on each task. This idea is confirmed by the results of several years of pedagogical experiments. Each laboratory work is performed independently by the student, making full use of their individual abilities. It is here that the student's activity, independent thinking develops, in which the desire to achieve the goal is formed.

The following is an example of one of the tasks that prepares students majoring in methods of teaching physics and astronomy to perform and submit laboratory work in the "Optics" section of general physics.

Optical systems are based on lenses. Optical systems are systems used in most devices, such as lenses (digital) cameras, microscopes, telescopes, spectrometers, and optoelectronic instruments. Optical systems are based on lenses and mirrors. Some defects in the structure of lens systems or optical errors and reflection errors are observed [5]. A spherical lens describes a point as an ideal point if the light path intersects the optical axis at a small angle and the angle of incidence and refraction angle for the light passing through the lens is not too large. Such conditions, called Gaussian optics, are fulfilled in limited cases, and in practice aberrations (image defects) are inevitable. Spherical aberration is considered to be one of the various defects of the image observed in the lens. Not all rays incident parallel to the optical axis accumulate at the focal length after passing through the lens. The aberration of the lens can be reduced in various ways, for example by selecting the radii of curvature of the front and back surfaces of the lens. We know that convex lenses have spherical aberrations in both concave lenses. Usually, a system of adapted lenses is used to correct spherical aberrations. Of these, 15 laboratory works belong to the department of optics. These laboratory works are laboratory works related to geometric optics and wave optics. One of these works allows to observe the aberrations of optical systems. There are a number of aberrations related to optical systems, which are observed on the main optical axis of the lens (spherical, chromatic) and outside the main optical axis (distortion). Only theoretical information on these aberrations was given. In the new laboratory work, one of these aberrations is observed in the laboratory work on "*Spherical distortions in the image of the lens*." Now students have the opportunity to observe all the information about lenses and optical systems, both theoretically and experimentally.

Tools needed to perform **laboratory work on spherical distortions in the lens image** ;

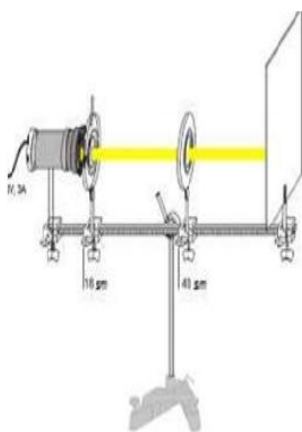
- a pair of bases for spherical aberration,
 - A set of 2 slides,
 - lamp body,
 - lamp 6 V \ 30W,
-

- aspherical capacitor,
- transformer 6V \ 12V,
- lens $f = + 150\text{mm}$,
- diaphragm,
- semi-transparent screen,
- small (optical course) base,
- V-shaped stand 20 cm,
- multi-layered Laybold.

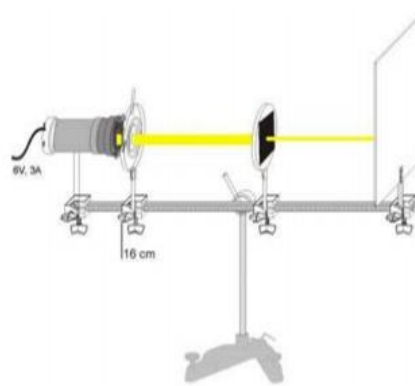
The purpose of the work : to get acquainted with the shape of lenses, to study ways to find their focal lengths, to study the distortion of the image due to the parameters of the lamp and the spherical aberration.

Experimental device:

- Aspherical capacitor lamp is adjusted in the optical course as shown in Figure 2.
- When a 6-volt lamp is switched on, turn the lamp bulb in the housing so that a bright image of the lamp fiber is observed on the opposite side of the wall (the distance between the lamp and the wall should be 3 m in order to receive parallel light beams).
- Adjust the bulb flow so that the image of the lamp fiber is horizontal.
- Adjust the semi-transparent screen and place the lens with the convex side of the lamp between the lamp and the semi-transparent screen.
- Mount the mesh (spaced in the range of $5\text{mm} * 5\text{mm}$) on a holding bracket attached to a diopasitive aspherical capacitor (Figure 2).
- Place the diaphragm in front of the lamp and open it completely. Slide the lens towards the lamp until a clear image of the net is formed on the semi-transparent screen (Figure 3).



2-расм: Линзанинг сферик абберациясини ўрганиш учун қурилмада равшан тасвир ҳосил қилиш учун линзанинг ўрни



3-расм: Линзанинг сферик абберациясини ўрганиш учун тажриба қурилмаси.

It is advisable to determine the parameters of the convex and concave lenses before performing this laboratory work and then observe the aberration.

Methods for determining the focal length of convex and concave lenses are given in several ways. The following tools are used to perform this laboratory work. Convex and concave lenses, light source and fixture, optical base, screen, ruler and caliper.

Using the results of the experiment *in method 1, the distance from the object to the lens - a* ,

the distance from the lens to the image - *b* is determined using a ruler $f = \frac{ab}{a+b}$ (1), based on the expression find the numerical value of the focal length of the lens (Figure 4). calculating the average value of the distance, the mean square error is found.

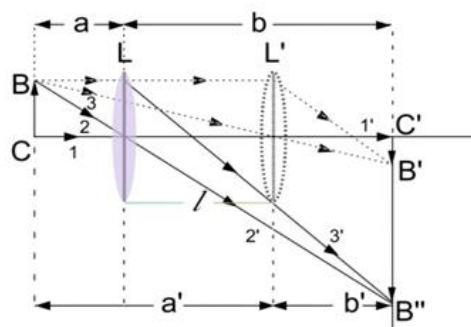
2- method. Determine the focal length of the condenser lens using the object and its image sizes (H, h) and the distance *b from the lens to the image*, and determine the focal length using

the following expression $f = \frac{bh}{H+h}$ (2) To find the focal length of the condenser lens: it is sufficient to know the numerical values of the linear dimensions of the distance *b* . The height of the object is measured several times with a caliper to find its average numerical value. Connecting the light source to the mains creates a clear image of the appliance. Measure the height of the image several times using a caliper to find its average numerical value. The distance to the lens and the image is measured 6-8 times by moving the lens or moving the screen. Based on the results obtained, the focal length of the condenser lens is found using expression (2).

Method 3 The Bessel method is to find the focal length of the condenser lens by moving it along the principal optical axis. In this method, if we set the distance from the lens to the image as A-, it must be $4f < A$. the numerical value of f is assumed to have been found in the previous methods.

$\frac{1}{f} = \frac{2}{A-l} + \frac{2}{A+l} = \frac{2A^2 + 2l^2 + 2A^2 - 2l^2}{A^2 - l^2} = \frac{4A^2}{A^2 - l^2} \Rightarrow f = \frac{A^2 - l^2}{4A}$ (3) The expression allows

you to find the focal length of the collecting lens. This method is performed in the following order. The distance between the light source and the screen on the optical base, using the focal length of the condenser lens found by previous work methods . We place *A* greater than $4f$. By sucking on the optical base of the condenser lens, an *SV* image (miniature) of the *SV* object is formed. *SV is the distance from the object to the screen b, the distance from the lens to the screen is a* , the distance from the object to the lens is measured with a ruler and recorded in a notebook. After looking at the source on the optical base of the collecting lens (Fig. 5) to accurately generate an enlarged image of the *SV* object *S'B''* , **the ruler measures the distance *a'* from the *SV* object to the lens and the distance *b'***



5-рaсм.Бессел услии ёрдаида буюм тасвирини ясаш

from the lens to the image C'V'' . Based on the results obtained, $l = b - b' = a' - a$ find the focal length of the condenser lens using expression (3). Find the focal length 3-4 times experimentally. Determine its mean numerical value and its mean square error. The focal lengths of the condenser lens found by the three methods are compared with each other.

Method 4 Determine the focal length of the scattering lens . Even when creating an image of an object using a scattering lens, it is sufficient to know the direction of the three rays, such as a condenser lens. The procedure is as follows;

Using an optical base and a condenser lens, an image of the AV **object is created on the A'V'** screen (Figure 6). A scattering lens **L₁** is placed between the collector **L₂** and the screen and is displayed on the screen. The distance from the scattering lens to the screen is measured several times using a ruler, which is **equal** to a.

Scrolling the screen creates an "A" image. The distance from the scattering lens to the image "A" V is measured using a ruler, which is equal to **b** . Based on the results obtained and using

$$\frac{1}{f} = \frac{1}{a} - \frac{1}{b}.$$

the lens expression, the focal length of the scattering lens is determined.

The experiment is repeated 3-4 times and the mean value and quadratic error of the scattering lens focus are found.

Optical power, magnification, light power for a given lens based on the collected results

$$E = \frac{D^2}{f^2}$$

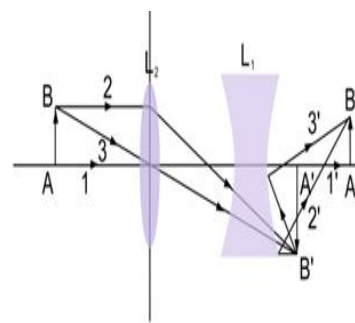
Let D be the diameter of the lens and f be the focal length

Analyzing the results of the conducted experiments, the quality of optical instruments increases the geometric similarity of the images with the possible reduction of spherical aberration. Students will fully understand the role and importance of aplanate and anastigmatic systems in any optical instrument in future work.

Laboratory training has its own characteristics compared to other types of courses. Skills and abilities related to manual labor are formed in the application of the acquired theoretical knowledge in practice. In the process of doing the work, attention should be paid to the correct execution of the work, diligent handling and management of manual labor. develops skills and abilities to apply the knowledge acquired in the specialty disciplines

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6-расм. Сочувчи линзада буюм тасвирини ясаш

DETERMINANTS OF ACCOUNTS RECEIVABLES: EVIDENCE FROM NEPAL

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ABSTRACT

Receivables are considered as a key component of the current assets of a business firm. Effective and efficient management of receivables is the most important determinants of effective management of current assets. The level of accounts receivables is affected by various factors. The objective of this study is to analyze the determinants of accounts receivable of Nepalese listed enterprises focusing manufacturing sector. In order to investigate the determinants of accounts achieve fifteen manufacturing firms have been taken as sample covering the period of time 2056/57–2065/66 B.S. Multiple linear regression models have been employed for the analysis of data. It is evident from the findings that accounts receivable are strongly affected by sales revenue, current liabilities, liquid assets, cost of production, depreciation expenditures and opportunity cost.

KEYWORDS: *Accounts Receivable, Liquid Assets, Loan And Advance.*

1. INTRODUCTION

Working capital plays a vital role for the success or failure of the business firms. The excess or inadequate working capital is harmful for business. This broad area covers the management of cash and bank balance, short term investment, receivables, inventories and current liabilities. One of the most important components of working capital is receivables. In their work on cost accounting Matz, Curry, Frank and Khan (1992) estimated that inventories, on average, cover one third of the value of total assets in a balance sheet. Similarly, receivables are another important element of the current asset. The receivables have constituted quite a considerable proportion of total assets in Nepalese manufacturing enterprises i.e. 25.03 percent. Rajan and Zingales (1995) compared non-financial companies in the G7 countries and found that relative part of accounts receivable differs between 29% Italy and 13% Canada. Official statistics show that Finnish manufacturing companies' accounts receivables are on average 9.7% and accounts payable 6.1% of total assets (firms with more than 20 employees). For retail firms the respective percentages are 8.1% and 16% and for wholesale firms the numbers are as high as 24.1% and 23%, respectively (Niskanen and Niskanen, 2000). Mian and Smith (1992) reported that in 1986 US manufacturing firms had 21 percent of accounts receivable of their total assets. Deloof and Jegers, (1999) reported that in 1995 Belgian non-financial firms' accounts receivable were 16% of total assets. Significance of receivables differs among the countries and it is expected to be higher in the countries which produce more manufacturing products, although there is substantial

difference across them (Marotta, 1998). Several studies have been conducted to simply analyze the existence of trade credit (Feriss, 1981; Frank and Maksimovic, 1998; Long, Malitz and Ravid, 1993; Brennan, Maksimovic and Zechner, 1988; Brick and Fung, 1984; and Emery, 1984 and 1987), but very few studies have discussed the reason behind the trade credit is offered or which corporations use it or delivers it most (Petersen and Rajan, 1997).

Numerous recent empirical studies have aimed to test the determinant factors of firms' receivables. All these previous studies focus their analysis on the determinants of receivables in the firms in the developed countries but the same issue has not been evaluated for corporate firms in developing countries like Nepal. Therefore, determinants of the level of receivables in Nepalese enterprises have been examined in this study.

2. LITERATURE REVIEW:

Mian and Smith (1992) have analyzed the various attitudes towards trade credit. They identify sales revenue (market power), tax advantages, scale economies (production volume) and organizational set up as the factors determining accounts receivables. They suggest that there are several non-mutually exclusive incentives for a firm to extend trade credit to its customers, rather than requiring cash sales. Trade credit is more likely to be extended if the additional earnings on a credit sale as compared to cash on delivery (COD) are higher than the cost of borrowing.

Niskanen and Niskanen (2000) analyzed the accounts receivable and accounts payable of Finnish listed firms and found that accounts receivable are most likely to be influenced by the firms' incentive to use trade credit as a means of price discrimination. Through increased demand for the trade credit level of accounts receivable increases with the increase in the interest rate level. Additionally, they found that the level of accounts payable is affected by the firm size, supply of trade credit, interest rate level, the ratio of current assets to the total assets, and insufficient internal financing.

Petersen and Rajan (1997) found that large firms maintain higher accounts receivables. One reason for this result can be the greater access of larger firms to capital markets which makes them less capital reserved. Second reason can be the demand component from capital rationed firms that causes the accounts receivable of larger firms higher than average.

Hossain (1996) studied on receivable management in public sector textile industry of Bangladesh. The objective of the study was to attempt to analyze and evaluate the receivable management in the public sector textile industry of Bangladesh by taking forty textile units working under the administrative control of Bangladesh Textile Mills Corporation (BTMC) covering a period of ten years starting from 1982/83 to 1991/92. On the basis of analysis, he found that the total receivables constituted more than one third of the total current assets and the turnover of total receivables was low and unsatisfactory. Receivable management has been found to be in poor shape in BTMC. BTMC was adopted the policy not to sell goods on credit basis except to the government organization and other public sector organization.

3. DATA AND METHODOLOGY

A sample of 15 listed manufacturing enterprises has been taken for the purpose of this study. The reason of choosing these enterprises is primarily due to reliability and availability of financial statements. The enterprises listed in stock market have an incentive to present profits in order to make their shares more attractive. Contrary to listed firms, non-listed firms in Nepal have less

incentive to present true operational results and financial position and usually their financial statements do not reflect real operational and financial activity. Hiding profits in order to avoid corporate tax is a common tactics for non-listed firms in Nepal, which makes them less suitable sample for analysis where one can draw inference, based on financial data. In this study, secondary data have been used. All required secondary data for this study have been taken from different sources such as SEBON, NEPSE and annual reports of concerned enterprise. The data cover a ten-year period starting from 2000/2001 to 2009/10. Multiple linear regression models have been employed for the analysis of data. To get the regression result, the statistical package SPSS-14 has been used.

The following model has been used to study the determinants of receivables. According to this model, receivables are a function of Sales Revenue, Current liabilities, liquid assets, cost of production, depreciation expenditures and opportunity cost,

The receivables model is given by the following equation:

$$\text{DEBTORS} = \alpha + \beta_1 \text{SALES} + \beta_2 \text{CL} + \beta_3 \text{LA} + \beta_4 \text{COP} + \beta_5 \text{DEP} + \beta_6 \text{INTEREST} + \epsilon_t$$

Where, DEBTORS measures the trade debtors; SALES, sales revenue; CL, current liabilities; LA, liquid assets; COP, the cost of production; DEP, the depreciation expenditure; INTEREST, opportunity cost and ϵ_t , error term

Variables Defined:

This study undertakes the issue of identifying key variables that determine the level of receivables in Nepalese enterprises. Choice of the variables is influenced by the previous studies on determinants of receivables.

To find the determinants of receivables, the receivables are used as the explained variable. The receivables include accounts receivable, bills/ notes receivables and loan and advances

Following explanatory variables have been used:

Sales Revenue:

Trade debtor depends upon the sales volume and credit policy of a firm. Sales revenue bears a direct relation to the receivables. Mian and Smith (1992) also include sales revenue in their equation explaining receivables from debtors, as a proxy for the market power of any given firm.

Short-term Liabilities:

Current liabilities have a positive relationship with the accounts receivable.

Liquid Assets:

It is assumed that liquid assets bear a negative relation to account receivables. It is calculated as total of cash in hand, cash at bank and marketable securities. All of these lead to an improvement in the liquidity position of a firm and a good liquidity position leads to a soft credit policy.

Cost of Production:

It hypothesizes that trade credit policy is indirectly related to the cost of production and to the pattern of corporate financing. The high cost of production is a cause of low credit sales.

Depreciation Expenditure:

It assumes that trade credit policy is inversely related to the depreciation expenditure. It means higher the depreciation expenditures lower the credit sales.

Opportunity Cost

Finally, the opportunity cost of the capital invested in receivables has been measured as short-term interest rate of commercial bank. It is assumed that opportunity cost is negatively related to receivables.

4. REGRESSION RESULTS:

From the regression analysis, it is found that there is positive relationship between sales revenue and accounts receivable. This confirms the direct relationship between sales and a credit facility. The results are also consistent with the findings of the Mian and Smith (1992) study. The relationship of accounts receivables with cost of production and depreciation expenditures is negative. It shows that higher cost of production and depreciation expenditure encourages a tendency to avoid credit sales. It is observed that the relationship of receivables with regard to current liabilities is positive. While, financing through short-term liabilities lead to the expansion of accounts receivable. Any increase in current liabilities will lead to the enhancement of accounts receivables. The result shows the negative relationship between receivables and liquid assets. It reflects that liquid assets are substitute for receivables. The result also shows a negative relationship with opportunity cost. It means higher opportunity cost is another cause of a lower level of receivables.

The coefficients of all variables are significant except current liabilities and depreciation expenditure. It is obvious that the regression equation does not suffer from any multicollinearity among independent variables as can be readily ascertained from the correlation matrix.

TABLE 1 REGRESSION RESULTS

Variables	B
DEBTORS (Constant)	108.066** (1.916)
SALES	0.033*** (1.793)
CL	0.024 (0.477)
LA	-0.277** (-1.955)
DEP	-0.002 (-0.008)
CSTPRD	-0.265* (10.560)
INTEREST	-728.275*** (-1.658)
R Square	0.709

Adjusted R Square	0.700
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Source: Computed from annual reports of concerned enterprise

Note: Figures in parenthesis denote 't' values.

*Significant at 1 percent **Significant at 5 percent ***Significant at 10 percent

TABLE 2 CORRELATION MATRIX

Variables	DEBTORS	SALES	CL	LA	DEP	COP
DEBTORS	1					
SALES	0.620	1				
CL	0.594	0.393	1			
LA	0.226	0.340	0.366	1		
DEP	-0.025	0.070	0.285	0.042	1	
COP	0.834	0.692	0.645	0.338	-0.050	1
INTEREST	-0.125	-0.049	-0.229	-0.096	-0.026	-0.071

Source: Computed from annual reports of concerned enterprise

5. CONCLUSION:

This study empirically analyzed the determinants of accounts receivable of Nepalese manufacturing enterprises. It has been observed that the sales revenue and current liabilities are positively associated with receivables whereas liquid assets, depreciation expenditure, cost of production and opportunity cost are negatively related with debtors/receivables. All the values of coefficients are statistically significant except for current liabilities and depreciation expenditure and signs of coefficients are as expected.

Therefore, it can be inferred that sales revenue, current assets, depreciation expenditure, cost of production, liquid assets and opportunity cost are the major determinants of level of receivables in Nepalese Enterprises.

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THE ROLE OF GENDER IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

ESL learners may encounter a number of challenges while learning English as a foreign language. Gender difference is one of the crucial aspects that affect in language learning. This study aimed to identify what is the impact of gender on learners' performances in learning English as a foreign language. This study was conducted at 22nd secondary school at Mirishkor District in Kashkadarya, Uzbekistan. A total of five classes were selected for participation in this experiment based on deeply specialized criteria and methods. At the end of the study, it was concluded that gender plays a crucial role on learning English due to environment as well as societal factors. In other words, males prone to learn languages mainly through using their senses. Therefore, it is highly suggestable for teachers to implement materials during the lessons that involve learners' senses, and with this they may keep the balance between sexes.

KEYWORDS: *ESL Learner, Student Perception, Gender Differences, Second Language Acquisition (SLA), Auditory Learners.*

INTRODUCTION

As English has become one of the widely learnt languages in Uzbekistan in the past few decades, it has been studied as one of the major compulsory subjects in both primary and secondary schools for recent years. A huge amount of educational, governmental, business and media related information are also run in this language. For this reason, multifarious methods, techniques, styles have been made by language experts and are being conducted in all public and private language teaching organizations in order to train people to use grammar and structures appropriately in both formal and informal forms (Azizova, 2007). However, it is sometimes sorrowful that many study books and materials are structured to carry out in study organizations as a standardized style, and do not take the learners' gender into consideration where after the learners' needs and learning styles are simply overlooked. A number of language scholars attempted to explain the core reasons of students' constant failure in learning English as a foreign language (Qian, 2015), and found out that women's brains are more active and show better results in language encoding while men's brain can grasp more LL information by seeing and listening. This is mainly because, men and women not only think differently, but their way of learning languages is also biologically different (Boivin & Plomin, 2003).

This paper is noteworthy because it demonstrates a huge amount of data about gender gap in SLA. In this research the main factors are thoroughly examined which are related to the reasons

of why children sometimes fall behind their studies even though they study hard all language-based textbooks and techniques.

Literature review

In this part, it is aimed to review the current research related literatures and findings. In other words, some of the past studies done by previous scientists will be observed. To begin with, Boyle (1987) performed research on gender interference in learning languages with his 490 students (257 boys and 233 girls) of Hong Kong University, China. He finished his study with concluding that females had superiority into learning languages compared to their male counterparts. Moreover, Burstall (1975) also claimed that women are more successful in learning English as a foreign language. It was proved by him with conducting study with his 6000 primary school ESL learners. Conversely, in his study, Ford et al. (1988) thoroughly proves that women and men have nearly equal perceptions in their oral abilities. Furthermore, other scientists like Oxford & Ehrman (1996) found out that female LL volunteers utilize a number of ways and strategies while learning English. We can witness this same perception in Nyikos's and Oxford's (1989) studies. One of the studies that was carried out by Burman, Bitan, and Booth revealed that female learners' brains processed and connected more actively rather than male learners. These scientists examined 30 male and 30 female learners at the ages of up 9 to 15 by utilizing functional magnetic resonance imaging (fMRI) while they are asked to complete oral and writing tasks. Without listening the original pronunciation, the learners were subjected to read some words as well as guess the words after hearing them. What occurred from the research was that the female participants showed a huge amount of positive result in areas that connected to abstract comprehension and speech patterns. In contrast, male participants' results were high in areas that cover oral and visual areas. According to these findings, it is obvious that boys and girls are differ from each other in their skill levels through distinctive language acquisition method (Bitan, Burman, & Booth, 2007).

As for many researchers, language acquisition (LA) is considered to be dominant in females' brain functions, mainly for women in secondary education. One of the head of experts in the area of secondary language education claimed that "language is the one field of the secondary education where feminism is mostly dominant" (Rogers, 2006, p 135). Another study conducted globally by Rebecca Rogers through taking the survey from Babble language learning software followers in 2016 reveals that more women had interest in learning languages than men. "In a global scale, we come up with the idea that a great number of women have enthusiasm to learn language rather than men" says one of the researchers. (Noack, 2016, para. 1). As his created program involved a number of languages to learn, men occurred to have an interest in learning German, Russian and Portuguese while women had preference to select French, Italian, Spanish and Dutch (Noack, 2016, para. 1). According to Babble program survey those three languages that chosen by men were selected to help with their jobs whereas among women there were various purposes in learning those languages. This study caused to continue another research that performed to identify what purposes are hidden under learning these languages. For example, German, French, Russian, Portuguese as well as ASL, Arabic, Spanish and Mandarin are learnt for business purposes. In other words, with being able to speak these languages people can obtain pay increases, career developments, a useful candidate to offer to better job vacancies (Fowler, 2019).

Methodology

In this part it is expected to reveal differences in language learning strategies between men and women and their effects in learners' achievements in English. The study was conducted at 22nd secondary school at Mirishkor district in Kashkadarya region, Uzbekistan. Total of five class students participated in the research. In order to conduct the experiment, the students were to divide into groups according to their language proficiency level. For this reason, three classes were organized, namely Class A (elementary), Class B (intermediate), Class C (upper-intermediate) based on the results that students obtained from the test. Placement test type was used to divide the participants into subgroups. Besides, there was an additional Pro course that was intended to prepare students who finished all 3 courses but could not pass the proficiency exam at the end of the main course.

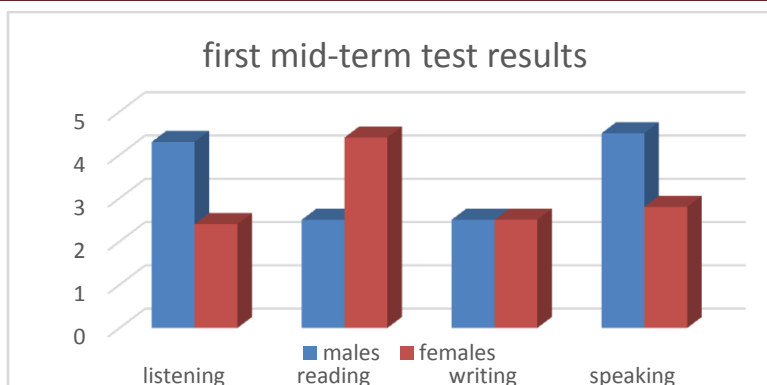
In order to be transferred to another level, learners should study three months in each level course. If participants could not gain required marks from the midterm exams, they were subjected to retake the same course for three months. Participants were chosen mainly from Intermediate (B course). Each week they received 27 hours of instruction that are contained 4 hours for writing and 23 hours for the fundamental basic course that made up of listening, reading, speaking skills. Book named "Headway" for pre-intermediate and intermediate were chosen to make syllabus. Besides, various reading, listening handouts, vocabulary materials were distributed as a form of supplementary materials. Each class was based on a certain skill development lessons and presentations. During their presentations students worked both individually and group work and answered all the questions if there any. All test questions and teaching materials were based on unique style and did not separate to gender preferences, so male and female students received the same question papers.

Participants

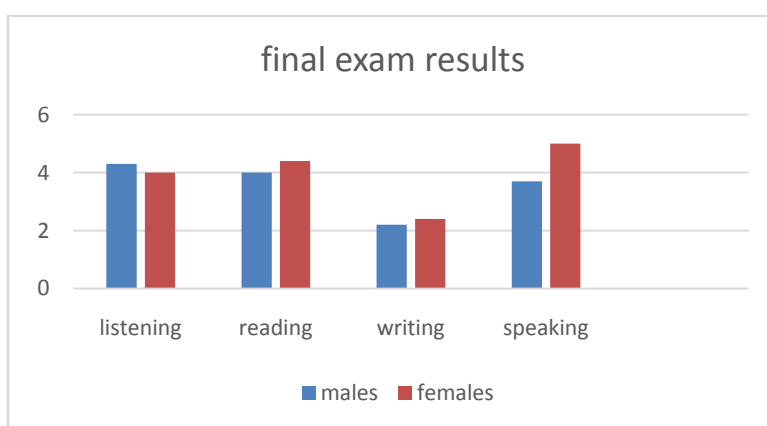
Participants were chosen from 5 different classes and were divided into groups using Aptitude test and there were 26 students in total at the age between 14 and 18 (16 were male 10 female students). All of them were placed according to their knowledge. These students were chosen for convenience as this research aimed to identify the forms of mistakes that made by the learners, so 26 were enough to come up with final conclusion. Intermediate level is an appropriate stage of language to test the language competence of the learners and errors that they produce (Ellis, 1995).

Result

Looking at the outcomes, I can say that although the learning process of girls went slowly compared to their counterparts, at the end it was occur that girls could grasp more rules with using correctly in a sentence. There are step-by-step results of learners' performances. The speech of men and women have always been distinctive in terms of their phonological patterns that can be observed in all languages. According to the graph below we can witness that girls were good at pronouncing even unfamiliar words. Girls' pronunciation occurred to be better than boys', especially the words with suffix "-ing" were more authentic. A number of sample list of stimuli used in the research and there is demonstrated below.



Graph 1



Graph 2

Looking at the test results we can see from the bar graphs that after the first mid-term exam, girls showed lower language acquisition. In more detail, although the distributed materials were the same for both genders, the progress in girls' language development was comparatively slow. Taking the listening part into consideration we can observe that boys made few errors compared to girls. However, when the errors were checked, I witnessed that listening questions that require more thinking, logical comprehension type of questions mostly had done correctly by girls. During the classes girls tried to learn all type of frequently used words with their usage and synonyms. In my opinion, for this reason the females' progress had significantly improved by the end of the course. We can see this in writing part as well. Despite the girls' slow progress, they managed to examine as many as new vocabularies and their usage. Learning new vocabularies with their spelling and true meaning immensely helped the girls in their better performances in all skills. All in all, although girls progressed slowly, they learned all skill development materials thoroughly that can be seen at the end of the course.

CONCLUSION

From the given research and results, it is obvious that females are more likely to learn foreign languages more frequently than men. As demonstrated through various studies, women have propensity to be more active language learners from their very young ages. Interestingly, we did observe that men and women learn languages for various goals. Maybe, this can be a main reason why learning languages are sometimes gendered. Once girls are superior over men in

learning languages, should men stop learn languages? Absolutely not, yet ESL teachers ought to consider various learning styles of men. According to the researchers that we looked at some of their findings above such as Bitan, Booth, &Burman (2008), it is effective for male learners to learn through using their senses. In that case, teachers are better to use as much activities as possible that include visual aids and auditory tasks o as to give greater chance to male learners to learn languages effectively (Coskun, 2014). When it comes to exams, the findings show that oral examinations are good for boys as they do not cope with writing tests or some activities related to writing on a piece of paper. However, what about females learning styles? How it can be found the balance between boys and girls learning styles at educational workplaces? Actually, females do not need any special or unordinary teaching styles compared to males, they can successfully adopt any method and style and be successful learners in any method.

According to the findings we can ay that there should be some changes in education system. For this, teachers should take their students' needs, gender into consideration and ought to make their syllabus to be effective for both genders in their classes.

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AUDIO LINGUAL METHOD OF TEACHING ENGLISH LANGUAGE

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ABSTRACT

Rather than controlling and testing, teaching becomes a method of aiding performance. While teaching is the process of getting students to generate or practice the target language and express it, the material that the teacher gives to the students must be aligned with the school's syllabus in order for the students to absorb it and communicate using the target language (English). The majority of students continue to struggle with communicating in English. Many variables contribute to this, including inadequate student vocabularies and grammar skills, as well as the teacher's teaching technique. Because most of their acquaintances speak L1 (Persian) and not everyone in the family can be a role model for learning the target language, kids are unable to speak English spontaneously, fluently, and thoroughly because they are fearful of making a mistake or taking a risk. The Audio Lingual Method is one of the most common methods utilized by teachers. It's difficult to use the Audio Lingual Method in English lessons.)

KEYWORDS: *Teaching Approach, English, Audiolingual Approach*

INTRODUCTION

Linguists have proved that there is no single optimum approach for everyone in all settings, and that no one teaching method is inherently superior to the others, according to scholarly study. Also, applying the same methodology to all learners, who have varied aims, surroundings, and learning demands, is not always practicable – or appropriate. A competent professional language teacher constantly uses the Principled Eclecticism approach, choosing on the most appropriate tactics and methodologies for each learner's individual goals, learning style, and setting. Armies needed to become vocally adept in the languages of their allies and opponents as soon as possible when World War II broke out. The Army Method was the first teaching method to be founded on language theory and behavioral psychology, and it was originally known as the Army Method.

It was supposed that a human being could be trained using a reinforcement system based on Skinner's Behaviorism theory. Positive feedback is given for good behavior, while negative feedback is given for bad behavior. This method is similar to the Direct Method in that the entire lesson is conducted in the target language. The emphasis is on the acquisition of patterns in regular conversation. The Audio-lingual Method was widely employed in the 1950s and 1960s, with the emphasis on learning structures and patterns in normal conversation rather than interpreting words. These patterns are elicited, repeated, and tested until the student's foreign language replies are automatic. The audio-lingual method is an oral approach, just like the direct method. The Audio-lingual technique, on the other hand, is considerably different in that, rather

than emphasizing vocabulary acquisition through exposure to its application in circumstances, it focuses on teaching pupils how to use grammatical sentence patterns (Larsen-Freeman, 2000).

They went on to say that conditioning, which helps learners respond correctly to stimuli through shaping and reinforcement, was regarded to be the best way to learn the target language's sentence structures. As a result, the audio lingual approach refers to a method that is compacted on the chain drill in order to master the target language by memorizing and repeating, while avoiding the pitfalls of speaking. Audio-lingual tasks include a variety of dialogues that students must listen to, repeat, and recall in addition to honing brief patterns. Dialogues give pupils a structure and an understanding of how to apply patterns in various situations. Typically, dialogues depict socio-cultural circumstances in a target language, such as greetings, opinion exchanges, likes and dislikes, and basic safe themes (weather, hobbies, etc.) that assist students in remembering which utterance is appropriate for each situation.

The audio lingual method is a method that emphasizes vocabulary while also teaching grammatical sentence patterns that are based on context and error-free. It was thought that a lot of practice with the dialogues would improve oral language competency or based on speaking skill or certification.

ALM method may be summed up in the following list:

1. New material is presented in dialogue form
2. There is dependence on mimicry, memorization of set phrases, and over-learning
3. Structures are sequenced by means of contrastive analysis and taught one at the time
4. Structural patterns are taught using repetitive drills
5. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation
6. Vocabulary is strictly limited and learned in the context
7. There is much use of tapes, language labs, and visual aids
8. Great importance is attached to pronunciation
9. Very little use of the mother tongue by teachers is permitted
10. Successful responses are immediately reinforced
11. There is a great effort to get students to produce error-free utterances
12. There is a tendency to manipulate language and disregard content.

This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students should be taught a language directly, without using the students' native language to explain new words or grammar in target language. However, unlike the direct method, the audio-lingual method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.

Applied to language instruction, and often within the context of the language lab, it means that the instructor would present the correct model of a sentence and the students would have to repeat it. The teacher would then continue by presenting new words for the students to sample in

the same structure. In audio-lingualism, there is no explicit grammar instruction: everything is simply memorized in form.

CONCLUSION: The classroom environment is a major player in the Audio Lingual approach. It is critical to provide calm, nonthreatening learning atmosphere in order to ensure that the learning process is successful. The objective is for students to absorb the information of the lessons without becoming stressed or bored. Classrooms are furnished with comfortable seating arrangements, making learning a pleasurable experience. Based on the foregoing, it is clear that the strategies for teaching speaking utilizing the Audio Lingual Method are effective. Dialog memorization, repetition drill, and finish the dialog are three of the most prominent techniques used by teachers to teach speaking using the Audio Lingual Method. The technique's effectiveness is demonstrated by increased pupil speaking skills, a performance index that can be measured, and the authenticity of the dialog or material. However, achievement is expected from both the teacher and the students.

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THE ROMANTIC WORLD OF CHILDHOOD IN AMUZODA KHALILI'S PROSE

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ABSTRACT

This article introduces Faridun Amuzoda Khalili as one of the most prominent representatives of modern Iranian storytelling and describes his great contribution to Iranian children's literature. The protagonist is not named in the story - she is just called a "girl". This story reveals the difference between the girl's colorful, flawless worldview and the world around her. A characteristic feature of the mythical works is that the full coverage of human emotions as a social state is also reflected in this story. He tells his dreams while talking to Aunt Halima.

KEYWORDS: *Faridun Amuzoda Khalili, Iranian Children's Literature, Stories, Protagonist, Romantic World Of Childhood.*

INTRODUCTION

Faridun Amuzoda Khalili is a talented writer who brought a new breath and a fresh spirit to Iranian children's literature, raised children's literature to a new level of art, expanded the range of topics, enriched the range of images and became one of the most prominent representatives of modern Iranian storytelling.

Faridun Amuzoda Khalili's literary career began in the 1980s. There are cases of deep assimilation of elements of mythology, folklore and legends. Khalili's story "سفر به شهر سلیمان" ("Journey to the city of Solomon") is a work that combines real and fantastic factors, based on the ideology of myths, but also dedicated to the romantic world of childhood.

The protagonist of the story "Journey to the city of Solomon" is a 12-year-old orphan girl. The protagonist is not named in the story - she is just called a "girl". This story reveals the difference between the girl's colorful, flawless worldview and the world around her. As we read the story, the mysterious and magical spiritual world of the girl, the beauty of her heart, her ability to see the bright aspects of life, her inability to give up her dreams, amaze and envy the reader. At the same time, the writer draws the reader's attention to the negative aspects of life, the injustices and cruelty that expose them. Along with radiant feelings, confidence in life, and moods of love, there are many situations in life such as evil, cruelty. Not only in Iran or in the East, but also in the developed countries of the world, from time immemorial, in many cases, purity, elegance and cruelty have to live side by side.

The girl is a symbol of elegance, purity, innocence. She is a skilled carpet weaver even though she is still young. But his boss is submissive to Heshmatkhan, mute, deprived of his independence and freedom due to the cruelty of the time.

This little girl works in Heshmatkhan's cold and damp carpet weaving workshop in the basement:

دلش نمیخواست آنجا زندگی کند. دلش نمیخواست که آنجا کار کند. اما مجبور بود. حشمت خان خرجش را می داد. غذا یشرا می داد. جای خواب و استراحتش را میداد. و او که توی این دنیای بزرگ با این همه نقش رنگارنگ کس و کاری نداشت که خودش را برایشان لوس کند و نه خواهر و برادری که با آنها همبازی شود. مجبور بود همانجا بسوزد و بسازد¹

"He didn't want to live here, he didn't want to work here. But it was forced. Heshmatkhan paid for his living expenses, that is, he gave him a place to eat and sleep. In this vast world full of colorful patterns, the girl had no one. He had no parents to cuddle with them, no sisters or brothers to play with. The girl had to spend her life in this basement."

The story focuses on the girl's inner world, pain, emotions, and emotional experiences. The girl's greatest dream is to weave a flying carpet similar to the carpet of Prophet Solomon, and to reach the stars, from where she will set out for the city of Solomon, where she will spend her life rejoicing with birds and animals. A characteristic feature of the mythical works is that the full coverage of human emotions as a social state is also reflected in this story. He tells his dreams while talking to Aunt Halima. The aunt replied, "Girl, get rid of these fantasies." The image of Aunt Halima tries to turn the girl's fantasy world into real life.

The dreams and hopes of the girl's heart are preserved in the face of the crushed childhood and the crushed human feelings. Even though real life denies his views, he still doesn't stay what he knows, he doesn't break his promise. The writer used romantic and mythical motifs to reveal the girl's inner world: a flying rug, swimming among white clouds, picking bright stars, talking to animals on woven carpets.

He finds a way to make his dream come true. Halima asks Auntie to come and find a picture of all the birds in the world. He thinks that the carpet with the pattern of those birds will fly him to the city of Solomon. That's why this city remains a top destination for a girl who hasn't been out of the basement. He begins to put the pattern of the birds on the carpet. The author beautifully expressed the image of colors:

"Green, dark green and dark blue threads of red and swallows, silver and white threads of cranes, dark brown and light yellow threads of sparrows, musk threads of savas, green and yellow threads of woodpeckers, lush green He made a parrot with threads of different colors, a peacock with threads of different colors: green, yellow, blue, white and marble, and a semurg with threads of the color of all birds."

The girl works day and night, her hands are swollen, her eyes are sore, and she can't see. Even then, it doesn't stop working. Even though she is blind, the heart is open-eyed and can feel the beauty. Now she weaves the yarn colors with her hands. No difficulty, no fever in the body, excruciating pains brings the carpet to an end. Heshmatkhan, who has renounced the belief that this is the state of the world, pleasure, and selfishness, wants to sell the girl's carpet to a rich buyer for a lot of money. When the girl tries to resist, she throws him on a mat written under the wall.

While reading the story, the reader falls in love with the girl, is interested in her future, her destiny. But unfortunately the fate of the little girl ends tragically. In the last minutes of the girl, who had no one in this world and no incident, it was not possible to cover her with a blanket or warm her cold body. The writer does not use the words "dead" or "dead", but the reader feels that the girl has left this world. There is a concept of hallucinogenic realism in the literature. It is a realism that combines magical, fantastic elements. The writer used exactly this style to express his opinion in this story. This is evident when he uses fantastic means at the end of the story.

قالیچه پرنده ها آرام آرام از بالای کارگاه قالیبافی حشمت خان گذشت. از بالای همه بامهای آبادی گذشت. به بالای خانه ننه حلیمه رسید... کمکم به ابرها رسیدند. دخترک فکر کرد از پنبه ابرها برای خودش بالش سفیدی درست خواهد کرد و به ستاره ها که رسیدند چهار ستاره پد نور آسمانرا خواهد چیدو آنها را در چهار گوشه قالیچه اش خواهد آویخت. این ستاره ها می توانند چراغهای قالیچه اش باشند...²

"The carpet of birds slowly flew over Heshmatkhan's workshop, over all the roofs of the village, and landed on Aunt Halima's house. The girl thought she would make herself a white pillow out of the fluffy clouds, and when she reached the stars, she would pick up four of the bright stars in the sky and hang them on the four sides of her rug. These stars can be the lights of the carpet ..."

The tragic fate of the protagonist of this strange event, which does not happen in life, served as a great solution for the work as a whole. How great is the love of this girl for her only friend who works in the workshop, Aunt Halima! When her flying carpet reaches Aunt Halima's roof, she wants to call her too and take her with her to Solomon. The writer was able to express the virtual world - an imaginary, dreamy reality created in the mind of a girl. In fact, the real story ends as if the girl's dream came true. These are, of course, the fantasies and sights that passed through his mind in a half-hearted frenzy before he died. But while they are unnatural, in a very realistic state they come into real reality and develop naturally logically. On the one hand, the end of the story evokes sadness, regret, painful attitude in the reader, on the other hand, it lifts the mood. Because it is this plate that seems to illuminate the darkness in the heart of the whole story, to evoke in the hearts a feeling of confidence in goodness, beauty, love. The girl created the beauty she dreamed of. The reader left a beautiful sight in front of his eyes. In folk epics, the image of winged horses, giants, dragons and squirrels is created. A. Khalili also describes the beauties of the fantasy world in a very vivid and colorful way in the story "Journey to the city of Solomon".

Amuzoda Khalili's story entitled "Journey to the City of Solomon" described artistically the difference between the higher emotions of man and real life. The writer's flight to the legendary city of Solomon, the birds speaking on the carpet in human language, the flying carpet reflecting strange things in reality and were able to demonstrate their skill in creating a fictional story.

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IN THE BOOK "SHARHI MULLO" IN ARABIC VERB SENTENCE

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ABSTRACT

This scientific article analyzes the following issues: In the work "Al-Favoidu-z-Ziyoiiyya" by Abdurahman Jami, known as "SharhiMullo", the main feature of the verb is that it belongs to one of the three tenses, expressing an independent meaning. , as well as the scholar's emphasis on the main character of the verb, its future tenses and the conditional tenses of the verb, as well as the addition of the silent letter of the muannas gender and the compound pronouns in the main consonant. The article also emphasizes that Jami comes with verbal prepositions, the scientist fully explains the form of verbal prepositions, places of their application, the meanings of prepositions that require one form or another. In particular, Abdurahman Jami's chapter on "verbs" includes past and present forms, imperative forms, transitive and intransitive verbs, passive pronouns, a number of meaningful verbs expressing suspicion and (reliable) knowledge (or thinking and calculation), auxiliary verbs, verbs actions expressing closeness, verbs expressing admiration, verbs of praise and insults. It is widely noted that the scholar does not limit himself to providing general information about these verbs, but clearly and accurately interprets the functions and meanings of each verb in this category, expresses their relationship and classifies them separately. The article is devoted to the unique style of Abdurahman Jami, especially his desire for originality. For example, a scientist thinks deeply, clearly expressing the essence, structure, (etymology) of words, grammatical rules. As a result of the study, the article emphasizes that no other complete works of classical Arabic linguistics have been found, which indicates the high scientific significance of the work "Al-Fawaidu-z-Ziyoiiyya". The results of the study will serve as a resource for those interested in classical Arabic.

KEYWORDS: *Commentary, Manuscript, Lithograph, Modern Arabic, "Al-Fawaidu-Z-Ziyoiiyya", Grammar, Comparative Style, Classical Arabic, Abdurahman Jami, Verbs, Transitive And Intransitive Verbs, Ibn Hajib, Command May, Conditionally, Linguistics.*

INTRODUCTION

In Al-Fawaidu-z-Ziyayya, Ibn Hajib gives the following description of the verb: (FZ.205a.) **الفعل** "أى فى نفس ما دلّ، يعنى الكلمة و المراد بكون المعنى فى نفسه مُقْتَرِنٌ بِأَحَدِ الْأَرْبَعَةِ الْثَلَاثَةِ" - "A verb (even in isolation) is a word that signifies a meaning, that is, a word that expresses a meaning, and it belongs to one of the three tenses."

Jami commented on this definition more broadly: **"الفعل ما دلّ"** أى كلمة دلّت **"على معنى"** كائن **"فى نفسه"** أى فى نفس ما دلّ، يعنى الكلمة و المراد بكون المعنى فى نفسه الكلمة دلالتها عليه من غير حاجة الى ضم كلمة أخرى إليها (FZ. 205b-206a) - "The verb signifies a meaning without the need for the help of a letter or noun. However, the verb will definitely belong to one of the three tenses (past, present, or future tense)."

Abdurahman Jami also commented perfectly on the features of the verb: **"و من خواصه"** أى من خواص الفعل **"دخول قد"** لأنها إنما تستعمل لتقريب الماضي الى الحال أو لتقليل الفعل أو تحقيقه و شئ من ذلك لا يتحقق إلا فى الفعل و دخول **"السين و سوف"** لدلالة الأول على الاستقبال القريب و الثانى على الاستقبال البعيد و دخول **"الجوازم"** لأنها وضعت إما لنفى الفعل ك(لم و لما) أو لطلبه كلام الأمر، أو للنهى عنه ك(لا) النهى، أو لتعليق الشئ بالفعل كأدوا الشرط و كل من هذه المعانى لا تتصور إلا فى الفعل **"و لحوق تاء التأنيث"** عطف على دخول (قد) **"ساكنة"** حال عن تاء التأنيث احتراز عن المتحركة لاختصاصها بالاسم **"و لحوق نحو تاء فعلت"**

"The properties of the verb are the addition of the preposition قد, the prepositions سوف and س, the prepositions جوازم — that is, the conditional tenses of the verb, as well as the consonant ت of the muannas gender and the compound pronouns in the main consonant. If the letter قد (already) means a past tense verb, it brings it closer to حال. If the preposition قد is placed in front of the present-future tense verb, it means guess, suspicion, insecurity, probability. (Before the present-future tense verb) The preposition س refers to the near future, and سوف to the distant future. جوازم - that is, loads that require the conditional tense of the verb are also features of the verb. The loads (none) and لما (not yet) represent negation. The rest is sometimes used for an order or to express a condition."

Russian Arabist B.M. Grande: "In Arabic grammar, the main feature of a verb is that it comes in relation to the tense. The verb (from the noun phrase) is distinguished by the following aspects: a) has a tense, in Arabic verbs there are past and present tenses; b) the person (having the first, second, third persons); c) three numbers (singular, binary, plural); g) is understood; d) has a tendency (tense, augmentation, desire and conditional inclinations); e) has a degree (explicit and implicit)" (Grande B.M, p. 121).

Jami commented on this definition as follows: (FZ.208p.) - "The meaning of the past tense is a word that refers to the past tense that occurred before the time you were standing. (Ibn Hajib's) refers to the tense includes the tenses of all the verbs, but all the verbs except the past tense with the phrase before the tense before you stand out from this definition. At the end of the past tense verb, the prepositional suffixes and the w-wow (verb) end in the fatha action.

So, according to Jami, the past tense verb ends in fatha if it does not have a specific factor that requires it to be damma or sukun, he burden of the work is described as follows: "The action of the present and future tense verbs is in the state of raf (in the form of the main consonant), nasb (in the form of the infinitive-desire) and jazm (in the form of the conditional), for example: لن (in the form of a future tense) - (never, not) does not write, لم يضرب (in the form of a conditional tense) did not hit (in general). (Salimov: 2020, p. 24)

In fact, there is a category of verbs in Arabic that require the participle to come in the future tense with the possessive that comes after it in the sentence. These verbs are called أَفْعَالُ الْقُلُوبِ ("verbs denoting suspicion" and "(reliable) knowing") or ظَنَّ (Zonna (Suspicion) and its associates). Such verbs include ظَنَّ (to guess, to think), حَسِبَ (to count), خَالَ (to suspect, guess, conjecture), رَزَعَ (to suspect, to guess) رَأَى (to see), عَلِمَ (to know), وَجَدَ (to find), عَدَّ (calculate) etc. For example: - عالما سليماً ظَنَّ - He thought Salim was a scholar.

The play also says: زِيدَ ظَنَنْتَ قائمٌ و زِيدَ ظَنَنْتَ قائمٌ: زِيدَ ظَنَنْتَ قائمٌ (FZ. 224b) - "These verbs lose their effect if they appear in the middle or at the end of a sentence, for example: زِيدَ ظَنَنْتَ قائمٌ

CONCLUSION

Hence, 'verbs denoting' doubt 'and' (reliable) knowledge 'have changed their place in the sentence and stand in the middle or after the cut and lose their effect on the cut. For example: zıntzydağayma (I thought Zayd stood up) comes after the possessive verb zınt, zıdzıntzydağaym (I think Zayd stood up).

Above, Jami comments on 7 of the verbs that express "suspicion" and "(reliable) knowledge". The scholar does not limit himself to giving general information about these verbs, but clearly and perfectly interprets the functions and meanings of each verb in this category, expresses the attitude and categorizes them separately. We have not found such a perfect interpretation of these verbs in other works on classical Arabic.

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METHODS OF FORMATION OF READING CULTURE

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ABSTRACT

The article discusses the need for Russian-speaking students to improve their oral and written literacy through the analysis of works of art, the formation of cultural communication competencies through the creation of dialogic and monologue texts, and the fact that works of art are spiritual nourishment.

KEYWORDS: *Reading, Comparative Analysis, Monologue Text, Dialogical Text, Creative Thinking, Speech Literacy, Spelling Norms, Intercultural Competence.*

INTRODUCTION

Today, in the process of education, we give priority to the formation of a culture of reading. Implementing several measures in this area in educational institutions will allow achieving the expected results. Resolution of the President of the Republic of Uzbekistan No. PQ-3271 "On a comprehensive program of measures to develop the system of publishing and distribution of books, increase and promote the culture of reading and reading." This decision highlighted the role of book culture in the spiritual life of members of society. This will make the students more interested in reading. Because the book is a means of spiritual and cultural development.

From year to year, deeper knowledge of the state language is becoming an urgent need for any specialist. There is also a strong emphasis on the need to move to the study of Uzbek literature in Uzbek language classes in higher education institutions, and to approach the literary text in Uzbek as a work of art. It is well known that all the cultural and historical experiences of mankind are recorded in books. Students will be able to master this experience by reading a book. To do this, students need to be mentally and emotionally active. As a result of mental and emotional activity, students strive to master the cultural riches and knowledge expressed in books.

Indeed, fiction is a source of spiritual and moral education, aesthetic pleasure, and intellectual activity, as well as an important tool in language learning.

Let's take a look at how to conduct a comparative analysis of Uzbek and world literature in order to increase students' vocabulary, the boundaries of thinking, ie the use of the state language, and the formation of intercultural competence. The Story in the epic and L.N. The comparative analysis of excerpts from Tolstoy's epic "War and Peace" can use technologies such as "Brainstorming", "Cognitive Map", "Insert", "FSMU", and "Cluster". These methods are used in the classroom to help students think freely, and feel the meaning and power of words. As

students work with literary texts, they also develop spelling patterns through their visual memory.

Some Russian students in educational institutions are not able to communicate freely if they know enough Uzbek words and are able to converse on a specific topic. This is because students are not able to feel the speech situation in the first place. In addition, they do not have intercultural competence. Only if students get acquainted with the examples of Uzbek literature as a literary text, they can develop intercultural competence. they can also feel the task assigned to them by the Uzbek word.

Alisher Navoi's epic "Lison-ut tayr" is one of the most complex works of the writer. This work was written in 1498-1499. There are so many good stories in this book. The small volume of the poet's works, as well as the stories of historical figures, have a great influence. One of the philosophical stories in this epic is about a chessboard:

“Two chess players opened a chessboard, sat down on opposite sides, and in the middle poured chess pieces. A king was assembled on each side of the throne, and they had servants and armies like kings. Each had one straight minister and one crooked fard.

One of the two kings was the king of the Romans (whites) and the other was the king of the Zangs (blacks). The master gathered the king and the other pieces and lined them up on the board, giving them ornaments.

After that, the opponents rode on the field, where they played a variety of games. It was like a battlefield and a fortress. One side is trying hard to beat the other. There were elephants, giraffes, ghosts, bears and pheasants in the ranks of the battlefield.

The armies were fighting each other according to the rules of war. One side was ambushing the other, while the other was trying to dismantle the army.

There was a lot of fun and games in the middle, but there were a lot of tricks and activities. The warriors and the commanders also attacked each other. It was as if two heroic kings were fighting an army.

There are so many armies and luxuries, castles, squares and cavalry, battles, retreats, on the right-wing, on the left-wing, and in the advanced part of the army, the same commotion. 'was fighting the Poles.

The son of each commander would go to the front lines and go to war before his father. He would take his father's place when the battlefield was occupied. An infantryman came from one direction and, with the help of a rotating wheel, showed heroism on the field, and alone could repel an entire army.

The battlefield was full of many coincidences, as if two angry kings were fighting. Each of them had a hundred young men who were born to fight. This kind of battlefield is rare. The wars are not so violent and the people are not so well-armed.

So much creativity, space, mutual animosity, and warfare — all — if the player decides to pick up the pieces and lift one end of the chessboard — all of them rise from the middle, or It's coming out!

Then neither war, nor enmity, nor the rules of warfare will remain. All the situations and rituals that take place, that is, the attack on each other on the battlefield, if you think about it, all this is nothing in the eyes of a sharp-minded person.

Because when the situation changes and the game is over for the master who plays it, they don't make any difference. The chess pieces are packed in a bag, the "king" can go down and the "pedestrian" can go up!

All of this is a sign of warmth, but a manifestation of it. So, look at this parable and think that the original warmth is a hundred thousand times more than that. If you come up with something out of the ordinary, then they have to re-think their position.

In class, students work with text. Use the Insert method to read and think about the text. Students use the following designation system in this method. (V) is a sign confirming that I know; (+) - new information symbol; (-) - a sign contrary to what I know; (?) - made me think. This is a sign that I need more information.

During the lesson, the teacher analyzes LN Tolstoy's novel "War and Peace", uses the technology of "Brainstorming", repeats the events and images, and introduces students to an excerpt from the work:

"People Between chariots and cannons, under horses, among the wheels, people in the form of fear of death crush each other, step on people who are dying, step on them a few steps, and so on. Inevitably, they would kill each other, huddle, and get stuck in traffic to move forward.

Every ten minutes, a cannon fired at these sleeping people, cracking and shaking the air, killing people and spraying blood on those who were closer.

The rest of the regiment consisted of Dolokhov, who was shot in the arm and left in the foot. The crowd dragged them to the entrance of the dam, where they stopped in a traffic jam as people were pulling a horse that had fallen under the ball. One cannon came after them and killed someone, and the other came forward and spilled blood on Dolokhov. The crowd pushed forward, squeezed, and stopped a few steps away.

Each of them thought that if I walked 100 steps from here, I would survive, and if I stayed here again, I would die.

The ice, which was barely carrying the soldiers, broke, and about forty soldiers, standing on the ice, plunged into each other and began to move back and forth. The cannons still roared and landed on the ice, in the water, often at the top of the dam, on the lake and on the shore. "

What do great writers like students A.Navoi and LNTolstoy mean to humanity through these works? Tell us about the idea of the chess story. Why did LN Tolstoy call the novel War and Peace? They answer questions such as explaining the hidden philosophy in Navoi's story. They create a monologue text. Students use FSMU technology to answer these questions. FSMU technology: Express your opinion; Give a reason for your statement; Give an example to explain the reason; It consists of parts like summarizing your idea. Students use Cluster in the classroom to ask, "How does fiction affect the morale of young people?" answer the question in writing. They create text. At home, they write an essay on "My favorite work." Homework is also given to form and translate dictionaries from both works.

Organization of literary auctions. This is an effective way to encourage students to read art. We can hold auctions on a specific topic or on a free topic. In both cases, the student's attention is drawn to the work of art. The auction can also include items belonging to the heroes of the work of art created by students, teachers and parents. Literary auctions can be organized in other forms as well. Each class taking part in the auction must present a specific piece of art. As a result, other students taking part in the event will be eager to read this work.

Literary evenings. We can include literary evenings in the pedagogical process of extracurricular activities. These activities help to develop students' reading skills. People's interest in oral art and writers' works of art is growing. It lifts the mood and enriches emotions and impressions. During these activities, students develop the ability to read monologues, role-play, narrate, and listen. The content of the work of art is enriched by songs and dances performed by students. Watching posters and screening books also help to systematically develop students' reading skills.

Since knowledge of the state language is becoming a vital need for any specialist, in this process it is best to move to the stage of studying Uzbek literature in Uzbek language classes, to approach the literary text in Uzbek as a work of art. Because fiction, whether in paper or electronic form, is a source of spiritual and moral education, aesthetic pleasure and intellectual activity, as well as of special importance in language learning. is also the engine. It is known that the culture and national mentality of a nation where any language is studied are fully reflected in the literature of that nation. In addition, the beauty and ingenuity of the language being studied are reflected in its artistic expression. the elimination of cultural alienation between them, the understanding of the national psychology of the people whose language is being studied, and the feeling of the spiritual roots of that people.

In conclusion, we can say that working with literary texts the formation of personality traits of students, strengthens their skills in the orthographic and spelling rules of the language, the formation of dialogic and monologue writing skills and expands their opportunities to use the state language, it is necessary to raise the level of literary education in order to achieve figurative thinking, speech literacy, to establish the teaching of literature in all higher education institutions.

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USE OF INNOVATIVE PED-TECHNOLOGIES IN RUSSIAN LESSONS FOR LAWYERS

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ABSTRACT

This article discusses the use of innovative pedagogical technologies in Russian language classes for lawyers, i.e. case study - a set of text teaching materials on a selected topic (cases) and mastering tasks for a specific problem situation. The introduction of modern pedagogical technologies is a difficult job, but at the same time interesting. Every day we are faced with a new product and product, new knowledge, new ideas. This should be consistent with the learning process and teaching methods.

KEYWORDS: Lawyer, Russian Language, Language, Lessons, Innovation, Pedagogy, Technology, Case Technology, Incident Method.

INTRODUCTION

General pedagogical and didactic requirements for all levels of education are to increase the effectiveness of students' independent work because of program knowledge, imagination and skills, to strengthen their interest in scientific thinking, and academic science, to deepen their professional knowledge, and to increase their activity during theoretical and practical lessons. World pedagogical experience confirms that the possibilities of modern pedagogical technologies to attract students to science and increase their activity in independent work are endless. In order to increase the effectiveness of education, to ensure that the individual is at the center of education, young people can learn on their own, well-prepared educational institutions and, in addition to solid knowledge in their field, own modern pedagogical technologies and interactive - educational activities. To do this, it is necessary to equip all teachers of natural sciences with new pedagogical technologies and interactive methods, to constantly improve their skills in applying their knowledge in educational activities.

The basis of the new Federal State Educational Standard for non-profit and professional education is the ideology of interpreting the content of education, which is formed "as a result". That is, there is a transition from a professional standard to education.

Therefore, it is necessary to understand and keep in mind that in the general humanitarian and socio-economic, general educational cycle, teachers need to form general competence, and not abstract knowledge, skills and competencies.

Achieving a new quality of education is impossible without introducing new forms and methods of teaching into its system and optimizing the educational process through the use of promising pedagogical technologies.

RELEVANCE OF THE TOPIC:

At present, the introduction of educational cases into Russian educational practice is a very urgent task. Therefore, the purpose of methodological development is to describe the methodology for using the case method in literature lessons using innovative pedagogical technologies in Russian language lessons for lawyers.

IMPORTANCE OF THE TOPIC:

Case technologies (case - research) - technologies based on the assimilation by students of a set (cases) of textual educational and methodological material on a chosen topic and the tasks in it for a specific problem situation and transferring them for independent study (with the possibility of consulting with lawyers). and options for solving the task, followed by a collective discussion of the topic and the development of the most rational and creative proposals.

Analysis of specific learning situations (case stage) - a teaching method designed to improve skills and gain experience in the following areas: identifying, selecting and solving problems; working with information - understanding the meaning of the details described in the situation; analysis and synthesis of information and evidence; work with assumptions and conclusions; evaluate alternative options; make decisions; the ability to listen and understand other people is the ability to work in a group.

The case study method or the method of specific situations (from the English - situation, situation) is a method of active problem-situational analysis, based on the study by solving specific questions - situations (Status Solutions).

The case-stud method (or, as they wrote in the twenties, the “incident method”) was known to the teachers of our country as early as the twenties of the last century. In Russia, the case method began to be actively used in the 1980s when teaching, first at Moscow State University, then at academic and industrial institutes, and later at special training and retraining courses. Recently, it has become widely used in the study of medicine, law, mathematics, distance education, school education and other disciplines.

The purpose of the case-stage method is to teach students to analyze and develop a solution to a problem situation-case that arose in a particular situation; learn to work with sources of information, and translate it from one form to another. The result will be an assessment of the proposed algorithms and the choice of the best in the context of the task.

Functions:

Formation and development of information competence;

Develop skills to search for new knowledge, and analyze situations;

Development of skills of self-organization, independence, and initiative;

Develop the ability to make decisions and discuss your own position;

Development of skills and abilities of cooperation.

Case - specially designed learning situations based on factual material for further analysis in the lesson. In analyzing situations, students learn to act “in a team”, analyze and decide. The main emphasis in training is on mastering ready-made knowledge by students themselves, which is very important in connection with the introduction of federal state educational standards.

Technological features of the case-stage method

1. The method is a specific type of analytical research technology, i.e. research process operations, analytical procedures.
2. The case method acts as a technology of collective learning, the most important components of which are group work (or small groups) and information exchange.
3. The case method combines developing educational technologies, including individual, group and collective models of development, and the formation of various personal qualities of students.
4. The case-stage method works like a special kind of design technology. In a simple project-based learning technology, when a problem is solved through the interaction of students, the problem is solved on a case-by-case basis in the case-stage method. The form is a source of information for understanding the terms of reference and effective options for actions that work simultaneously.
5. The "case stage" method includes significant advances in "success generation" technology. It includes activities aimed at activating students, encouraging their success and highlighting student achievement.

The technology of working with cases in the learning process is relatively simple and includes the following steps: individual independent work of students with working materials; work in small groups to agree on the idea of the main problem and its solutions; present and analyze the results of the work of small groups during the general discussion. Firstly, because modern times are the time of innovations, innovations and innovations. Every day we are faced with a new product and product, new knowledge, new ideas. This should be consistent with the learning process and teaching methods. Secondly, accustoming to innovative teaching methods, and their constant use, makes it possible to make the thinking of students themselves open to innovations, to teach them to work ahead of the curve, since these qualities are features of innovative learning. Thirdly, innovative teaching methods are active teaching methods, and the pedagogical experimental data of H.E. Meichner confirm their advantage in the educational process. Students to keep in mind:

- 10% of what is read
- 20% of what they hear
- 30% of what they see
- 50% of what they hear and see;
- at the same time, with an active perception of information, they retain in memory 80% of what they said themselves, and 90% of what they did themselves.

Innovative teaching methods make it possible to form the experience of students' creative and innovative activities, which ultimately affects the competence of a future specialist. The essence

of innovation in teaching, the very innovative teaching methods, in our opinion, is also determined by their dynamism and activity.

The use of innovative pedagogical technologies in the Russian language lessons for lawyers that a significant part of the teachers, who currently work in educational institutions of various levels, did not have the opportunity to receive the necessary training in the use of modern multimedia and ICT during their studies at the university, realizing that the development computer technology is moving at a very fast pace, the most important task today is the need to organize retraining and information and methodological support for teachers in the field of computerization. The introduction of modern pedagogical technologies is a difficult job, but at the same time interesting. It will help school graduates to think of people who can give an alternative in a difficult life situation. In conclusion, I would like to emphasize that every teacher wants his classes to interest his students. Each lesson should bring them a sense of satisfaction and become a valuable experience in their development as creative, thinking people. The use of modern technologies in the lessons of the Russian language and literature helps to teach students to understand the depth and beauty of their native or second language, and to express themselves in creative activity. It also helps to educate educated, highly moral people who will be able to skillfully build relationships with other people in the future, be successful in their professional activities, and express their thoughts correctly. At the same time, it must be remembered that the purposeful formation of key competencies among students is possible only with a systematic approach to this problem.

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DIRECT METHOD OF TEACHING ENGLISH LANGUAGE

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ABSTRACT

The goal of this study is to compare students' speaking abilities before and after utilizing the Direct Method to learn English. The experimental quantitative method used in this study was an experimental design with one group pretest-posttest design. The study solely looked at how well students spoke before and after adopting the Direct Method. The study's focus was on English Department students. They were chosen at random. The data was collected using an oral test procedure. The findings of this study revealed that using the Direct Method can increase students' speaking abilities. The pupils' average was greater after they used the Direct Method. This study's data exhibited a normal distribution.

KEYWORDS: *Direct Method, Approach, Teaching English*

INTRODUCTION

English, being an international language, is seen as a valuable tool in economics, politics, commerce, dealing with the Middle East, and job hunting. It is very vital to be learnt. It has been taught at all levels of education, including elementary school, junior high school, senior high school, and university. English is no longer just a subject to be learned; it is also a tool for self-development for everyone, particularly English Department students. Students, on the other hand, find it challenging to communicate in English. The teaching-learning process exemplifies this. When the lecturer invited the pupils to speak in English, they found it difficult to respond. When they gave a presentation in front of the class, the same thing happened. If the speakers were asked a question, they tended to write the response first on their paper before responding to the listeners. It signifies that they are unable to communicate orally (talk) in English. They had just finished reading the response. Furthermore, based on the correct punctuation, pupils found it difficult to enunciate the words.

The Direct Style is a teaching method in which the target language (English) is used in the classroom. If some pupils don't understand what the educator is saying, the educator may not translate, but instead uses visual aids or demonstrations to demonstrate the meaning of the words (Titone in Richards and Rodgers, 2001:12). The use of visual aids in the Direct Method will make learning English more enjoyable for students. Every meeting in the Direct Method teaches vocabulary. As a result, it can help them expand their vocabulary. They will be able to communicate if they have a sufficient vocabulary. Grammar is then taught inductively. Students will be inspired to enhance their speaking skills using this strategy.

Richards and Rodgers in Brown (2001) stated the principles of Direct Method as follow:
1. Classroom was conducted exclusively in the target language;

2. Only everyday vocabulary and sentences were taught;
3. Oral communication skills has build in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive class;
4. Grammar was taught inductively;
5. New teaching points were introduced orally;
6. Concrete vocabulary was taught through demonstration, objects, and pictures, whereas abstract vocabulary was taught by association of ideas;
7. Both speech and listening comprehension were taught;
8. Correct pronunciation and grammar were emphasizes.

In addition, there are several stages in implementing Direct Method as proposed by Norland and Terry (2006) as follow:

1. The teacher shows a set of pictures that often portray life in the country of the target language.
2. The teacher describes the picture in the target language.
3. The teacher asks questions in the target language about the picture.
4. Students answer the questions as best they can using the target language. Pronunciation is corrected, but grammatical structure is not.
5. Students may also read a passage in the target language.
6. The teacher asks questions in the target language about the reading.
7. Students answer questions as best they can using the target language.

The experimental quantitative research method was applied in this study. The study's participants were English Department students. They were divided into three groups (A, B, and C). Each class has 40 pupils in it. And the sample was chosen at random by the writer. The sample was made up of 40 students in group A. The oral test was the instrument employed in this study. Oral communication (speaking) in front of the class was required of the students. Based on the findings, the Direct Method is a teaching method that can increase students' speaking abilities by using English as an introduction language. When explaining the lesson, the educator does it in English. In addition, pupils are not permitted to utilize Indonesian in the classroom when asking questions or communicating with the educator or their peers. In this instance, the instructor must be able to use visual aids to depict or clarify the terms that the kids do not understand. There isn't a translation available here. As a result, the kids try and try to talk in English until they are finally able to do so. The direct technique emphasizes complete immersion in the classroom, with no mention of the pupils' native language. The emphasis is on learning through listening and speaking rather than grammar. We don't focus on the rules when we use the natural approach; instead, we allow for mistakes and strive for outstanding oral communication with our target words and language.

CONCLUSION: As a response to the Grammar-Translation technique, the direct approach of teaching was established. It aimed to immerse the learner in the same way as learning a first language does. All instruction takes place in the target language, with inductive grammar, a focus on speaking and listening, and only practical 'everyday' language. The Direct Method's

flaw is that it assumes that a second language can be learned in the same way as a first, despite the fact that the conditions in which a second language is learned are vastly different. In the classroom, aspects of the Direct Method, such as the emphasis on listening and speaking, the use of the target language for all class instructions, and the use of visuals and realia to convey meaning, may still be found in many ELT classes.

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SOLVE MATHEMATICAL OLYMPEAD PROBLEMS USING THE STOLZ'S THEOREM

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ABSTRACT

This thesis presents and solves the problems of the Mathematical Olympiad that can be solved using the Stolz-Cesàro theorem. The theorem is named after mathematicians. Otto Stolz and Ernesto Cesaro, who stated and proved it for the first time. This theorem can also be used not only to solve the problems of the Mathematical Olympiad among university students, but also to solve the problems of the Olympiad for school and high school students.

KEYWORDS: Sequences, Limit, Stolz's Theorem, Hopital's Rule

INTRODUCTION

In mathematics the Stolz-Cesaro theorem is a criterion for proving the convergence of a sequence. The theorem is named after mathematicians. Otto Stolz and Ernesto Cesaro, who stated and proved it for the first time. The Stolz-Cesaro theorem can be viewed as a generalization of the Cesaro mean but also as a Hopital's rule for sequences.

This theorem can also be used not only to solve the problems of the Mathematical Olympiad among university students, but also to solve the problems of the Olympiad for school and high school students. The following is a summary of this theorem and some of the Mathematical Olympiad problems that can be solved on the basis of this theorem

Stolz-Cesaro theorem

The famous Stolz-Cesaro theorem states that if y_n is a strictly increasing sequence

$$y_{n+1} > y_n \quad n=1,2,3, \dots$$

with

$$\lim_{n \rightarrow \infty} y_n = +\infty$$

and

$$\lim_{n \rightarrow \infty} \frac{x_{n+1} - x_n}{y_{n+1} - y_n} = L \in R,$$

then we have

$$\lim_{n \rightarrow \infty} \frac{x_n}{y_n} = L$$

Problem 1

Prove that the limit is 1.

$$\lim_{n \rightarrow \infty} \frac{1}{\ln(n+1)} * \sum_{i=1}^n i^{-1} = 1$$

Solution

We use the Stolz-Cesaro theorem to calculate the limit

$$x_n = \sum_{i=1}^n i^{-1}$$

$$y_n = \ln(n+1)$$

$$(i) \quad y_{n+1} > y_n \quad n = 1, 2, 3, \dots$$

$$y_{n+1} = \ln(n+2) > y_n = \ln(n+1), \quad n=1, 2, 3, \dots$$

$$(ii) \quad \lim_{n \rightarrow \infty} y_n = \lim_{n \rightarrow \infty} \ln(n+1) = +\infty$$

L

=

$$\lim_{n \rightarrow \infty} \frac{x_{n+1} - x_n}{y_{n+1} - y_n} = \lim_{n \rightarrow \infty} \frac{\sum_{i=1}^{n+1} i^{-1} - \sum_{i=1}^n i^{-1}}{\ln(n+2) - \ln(n+1)} = \lim_{n \rightarrow \infty} \frac{\frac{1}{n+1}}{\ln\left(1 + \frac{1}{n+1}\right)} = \lim_{n \rightarrow \infty} \frac{1}{(n+1)\ln\left(1 + \frac{1}{n+1}\right)} =$$

$$\lim_{n \rightarrow \infty} \frac{1}{\ln\left(1 + \frac{1}{n+1}\right)^{n+1}} = \frac{1}{\ln e} = 1$$

Based on the conclusion of the theorem

$$L = \lim_{n \rightarrow \infty} \frac{1}{\ln(n+1)} * \sum_{i=1}^n i^{-1} = 1$$

Problem 2

If $a > 0$, evaluate $\lim_{n \rightarrow \infty} \frac{\sqrt{a} + \sqrt[2]{a} + \sqrt[3]{a} \dots + \sqrt[n]{a} - n}{\ln n}$

Solution

$$a_n = \sqrt{a} + \sqrt[2]{a} + \sqrt[3]{a} \dots + \sqrt[n]{a} - n$$

$$b_n = \ln n$$

$$(i) \quad b_{n+1} > b_n \quad n = 1, 2, 3, \dots$$

$$\ln(n+1) > \ln n$$

$$(ii) \quad \lim_{n \rightarrow \infty} b_n = \lim_{n \rightarrow \infty} \ln n = +\infty$$

$$L = \lim_{n \rightarrow \infty} \frac{a_{n+1} - a_n}{b_{n+1} - b_n} = \lim_{n \rightarrow \infty} \frac{\sqrt[n+1]{a} - (n+1) + n}{\ln(n+1) - \ln(n)} = \lim_{n \rightarrow \infty} \frac{\frac{1}{n+1} - 1}{\ln(n+1)} * \frac{\frac{1}{n}}{\ln\left(1 + \frac{1}{n}\right)} * \frac{n}{n+1} = \ln a$$

$$L = \lim_{n \rightarrow \infty} \frac{\sqrt{a} + \sqrt[2]{a} + \sqrt[3]{a} \dots + \sqrt[n]{a} - n}{\ln n} = \ln a$$

Problem3

$$\lim_{n \rightarrow \infty} \frac{n+1}{n} \sqrt[n]{(n+1)!} - \sqrt[n]{(n)!} = ?$$

Determine the value of Lesenjeri limit:

Solution

$$a_n = \sqrt[n]{(n)!}$$

$$b_n = n$$

$$(i) \quad b_{n+1} > b_n \quad n = 1, 2, 3, \dots$$

$$n+1 > n$$

$$(ii) \quad \lim_{n \rightarrow \infty} b_n = \lim_{n \rightarrow \infty} n = +\infty$$

$$L = \lim_{n \rightarrow \infty} \frac{a_{n+1} - a_n}{b_{n+1} - b_n} = \lim_{n \rightarrow \infty} \frac{\sqrt[n+1]{(n+1)!} - \sqrt[n]{(n)!}}{n+1 - n}$$

$$L = \lim_{n \rightarrow \infty} \frac{a_n}{b_n} = \frac{\sqrt[n]{(n)!}}{n}$$

According to the Sterling formula

$$\lim_{n \rightarrow \infty} \frac{n!}{\left(\frac{n}{e}\right)^n \sqrt{2\pi n}} = 1 \Rightarrow n! \sim \left(\frac{n}{e}\right)^n \sqrt{2\pi n}$$

$$\lim_{n \rightarrow \infty} \frac{\sqrt[n]{(n)!}}{n} = \lim_{n \rightarrow \infty} \frac{\sqrt[n]{\left(\frac{n}{e}\right)^n \sqrt{2\pi n}}}{n} = \lim_{n \rightarrow \infty} \frac{\frac{n}{e} \sqrt[n]{\sqrt{2\pi n}}}{n} = \lim_{n \rightarrow \infty} \frac{2n \sqrt[n]{\sqrt{2\pi n}}}{e} = \frac{1}{e}$$

$$L = \lim_{n \rightarrow \infty} \frac{\sqrt[n+1]{(n+1)!} - \sqrt[n]{(n)!}}{n+1 - n} = \frac{\sqrt[n]{(n)!}}{n} = \frac{1}{e}$$

$$\lim_{n \rightarrow \infty} (\sqrt[n+1]{(n+1)!} - \sqrt[n]{(n)!}) = e^{-1}$$

Problem4

$$\forall n \in \mathbb{N}, \quad x_n > 0$$

$$\lim_{n \rightarrow \infty} \sqrt[n]{x_n} = \lim_{n \rightarrow \infty} \frac{x_{n+1}}{x_n}$$

Solution

$$\sqrt[n]{x_n} = \sqrt[n]{x_1 * \frac{x_2}{x_1} * \frac{x_3}{x_2} * \dots * \frac{x_n}{x_{n-1}}};$$

$$c_1 = x_1 \quad c_2 = \frac{x_2}{x_1} \quad c_3 = \frac{x_3}{x_2} \quad \dots \quad c_n = \frac{x_n}{x_{n-1}}$$

$$\lim_{n \rightarrow \infty} \sqrt[n]{x_n} = \sqrt[n]{c_1 * c_2 * \dots * c_n} = \lim_{n \rightarrow \infty} e^{\frac{1}{n} \ln(c_1 * c_2 * \dots * c_n)} = \lim_{n \rightarrow \infty} e^{\frac{1}{n} (\ln c_1 + \ln c_2 + \dots + \ln c_n)}$$

Here for e^x function is continuous, it can be solved according to limit degree in $(x \in \mathbb{R})$

$$\lim_{n \rightarrow \infty} e^{\frac{1}{n} \ln(c_1 * c_2 * \dots * c_n)} = \lim_{n \rightarrow \infty} e^{\frac{1}{n} \ln(c_1 * c_2 * \dots * c_n)} = \lim_{n \rightarrow \infty} e^{\frac{1}{n} (\ln c_1 + \ln c_2 + \dots + \ln c_n)}$$

According to the Stolz-Cesaro theorem:

$$a_n = \ln c_1 * \ln c_2 * \dots * \ln c_n$$

$$b_n = n$$

$$(i) \quad b_{n+1} > b_n \quad n \in N \quad n+1 > n$$

$$(ii) \quad \lim_{n \rightarrow \infty} b_n = \lim_{n \rightarrow \infty} n = +\infty$$

$$L = \lim_{n \rightarrow \infty} \frac{a_{n+1} - a_n}{b_{n+1} - b_n} = L = \lim_{n \rightarrow \infty} \frac{\ln c_{n+1}}{n+1-n} = \lim_{n \rightarrow \infty} \ln c_{n+1} = \lim_{n \rightarrow \infty} \frac{\ln c_1 + \ln c_2 + \dots + \ln c_n}{n} = \lim_{n \rightarrow \infty} \ln c_{n+1}$$

$$e^{\lim_{n \rightarrow \infty} \frac{1}{n} (\ln c_1 + \ln c_2 + \dots + \ln c_n)} = e^{\lim_{n \rightarrow \infty} \ln c_{n+1}} = \lim_{n \rightarrow \infty} \ln c_{n+1} = \lim_{n \rightarrow \infty} (c_{n+1}) = \lim_{n \rightarrow \infty} \frac{x_{n+1}}{x_n}$$

The Stolz-Cesaro theorem can be viewed as a generalization of the Cesaro mean but also as a Hopital's rule for sequences.

L'Hopital's Rule. Suppose f and g are differentiable on some interval that has A as an accumulation point, $\lim_{x \rightarrow A} g(x) = \infty$ and $\lim_{x \rightarrow A} \frac{f'(x)}{g'(x)} = L$. Then:

$$\lim_{x \rightarrow A} \frac{f(x)}{g(x)} = L$$

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HISTORY OF ANCIENT OR ANCIENT AND MEDIEVAL STAGE DEVELOPMENT OF GENERAL EARTHQUAKE

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ABSTRACT

The great medieval encyclopedist Abu Rayhan Muhammad ibn Ahmad al-Beruni studied a number of sciences of his time: geography, geodesy, geology, astronomy, physics, mathematics, mineralogy, and history. The question is, are the remaining three-fifths of the globe made up of oceans? This result was inconsistent with Beruni's knowledge of mineralogy, as he was well aware that the continents were composed of various heavy rocks.

KEYWORDS: *Ancient period, Middle Ages, Great Geographical Discoveries, Homer, Strabo, Ptolemy, Erosphen, A.R. Beruni, Ibn Sino, Ahmad al-Farghani, Farobi, Ulugbek, Z.M. Bobur.*

INTRODUCTION

We know that general geology is one of the oldest sciences. Let's look at the following stages in its development.

Ancient or ancient period stage. Science as a conscious activity of man originated in ancient Greece in the VI-V centuries BC. Geographical findings at this stage include:

- Homer created a map of the world in the XII century BC.
- Aristotle in the IV century BC proved that the Earth is spherical, the existence of hot regions on Earth. A world map has been created. In his map, the locations on Homer's map are further expanded.

Aristotle's map of the world depicts the northern part of Africa, Asia and Europe. India, Amudarya and Syrdarya in Asia, the Caspian Sea, Italy, Macedonia, the Inland (Mediterranean), Iberia and other places in Europe are described;

- In the 3rd century BC, Erosphen determined the dimensions of the Earth and created a map of the Earth. He wrote a work entitled Geography, the term geography was introduced into science;
- At the beginning of the 2nd century AD (Ptolemy) invented the creation of maps using a degree grid. He mapped the world and wrote a number of works on geography. During this time, Strabo wrote major works on geography;

The Middle Ages. At this stage, the science of geography developed mainly in the eastern countries.

Muhammad Ibn Musa Al Khorezmi is a scholar who made a great contribution to the science of geography. He wrote a book called Surat-al-Arz in the ninth century. In this book, al-Khwarizmi

gave the geographical coordinates of the cities known at that time. He is the founder of Central Asian geography. Abu Rayhan Beruni is one of the Central Asian encyclopedic scholars who made a great contribution to the development of general Earth science. The great medieval encyclopedist Abu Rayhan Muhammad ibn Ahmad al-Beruni studied a number of sciences of his time: geography, geodesy, geology, astronomy, physics, mathematics, mineralogy, and history. Beruni's results in determining the latitude and longitude of different places amaze even modern scholars. The great scientist notes that each part of the Earth's surface has its own long historical development. Beruni was the first to seriously study the geological development of some regions of Central Asia, including the Amudarya Valley. His conclusions about the geological history of the Amudarya Valley and the formation of the Aral Sea are one of the most successful geological analyzes of that time. The scientist is based on the theory that "the seas become dry and the dry lands become the sea."

There are many books on geography among Beruni's works, but there is also a lot of geographical information in his books on astronomy and other fields. "India", "Mineralogy" ("Kitab al-jamahir fi ma'rifat al-javohir" - "A book for the acquaintance of jewels"), "Osori baqiya" ("Al-osar al-baqiya an ul-qurun al-khaliya" "(Ie, "Monuments of Ancient Peoples"), Geodesy, "Qanuni Masudi" ("Al-Qanun Masudi fil hayya van nujum" - "Law written in Masoud's name in astronomy"), We can say that Saydana and many other works are geographical works. In his works, Beruni also makes some interesting comments about the Earth and its movements. For example, in India, he says, "The Earth's rotation motion (theory) does no harm to astronomy, but the events that take place on Earth continue in the same plane as its motion. But there is an impossibility in other respects. Therefore, the problem of Earthquake is one of the most difficult to solve.

Abu Rayhan Beruni also spoke about one of the most important areas of geography - weather and climate. He came to this conclusion as a result of his observations of the nature of Central Asia, and is partly based on the legacy of his predecessors.

- Surface, soil and vegetation.
- Proximity to mountains and ocean.
- How many meters above or below sea level.
- Explains that it depends on the latitude (parallel). Modern science interprets climate in the same way.

In Beruni's Konuni Masudi and Osori Baqiya, it is necessary to study the condition of the mountains, the wind and the movement of the clouds in order to get a clear idea of whether it will rain anywhere else. Obviously, the rainfall (in our countries) is much higher in winter.

The play also states, "If the climates are divided into seven, the middle is the fourth climate. There is a difference of half an hour between climates. "A climate is a quarter of an hour between the beginning and the end." Creates a climate map.

He wrote about the geographical map: "In order to raise the level of the Earth, you need the book" Geography", which describes the length and breadth of cities and villages, seas, springs, rivers, sands, mountains, deposits, hills, rocks and ravines. and their (signs) are processed according to this book. The owners of the books on "Roads and Countries" acted in the form of two images of the earth - the Kura and the Sath: the seas in the color of pistachios, the flowing

waters in the color of amber and the sky, the sands in the color of saffron, the mountains a little red with purple, cities with red with rectangles, and roads with gray and orange. ” He draws a map of the world.

Beruni determined the geographical coordinates of several regions in Eurasia and Africa. In India alone, Beruni cites the geographical coordinates of more than 70 places, while Masood's Law cites the geographical coordinates of 603 places.

"Calculations show Beruni that the continents make up only two-fifths of the globe." The question is, are the remaining three-fifths of the globe made up of oceans? This result was inconsistent with Beruni's knowledge of mineralogy, as he was well aware that the continents were composed of various heavy rocks. That is why Beruni believed that the existence of only the Eurasian and African continents on Earth does not correspond to the balance of weight on Earth. As a result, he concludes that there must be another continent on the opposite side of the globe from Eurasia and Africa. However, Beruni's Masud's Law states that the continent is inevitable if it is not located in the cold regions of the South or North Poles.

Beruni was the first Central Asian to express his brilliant ideas about the shape of the Earth. His teachings marked the beginning of an era of great geographical discoveries. Abu Rayhan al-Biruni, in his book India, spoke of the structure of the earth, the seas and the land, and said, "... A quarter of the earth is an administrator. It is bounded on the west and east by the Pacific Ocean (Atlantic and Pacific Oceans).

Abu Rayhan Beruni has repeatedly stated in his writings that he firmly believed in the sphericity of the Earth, and provided evidence to prove the sphericity of the Earth. They are listed in the following works:

1. In his book India, he gives the following evidence for the roundness of the Earth: "The reason why the sun is not visible at night is not because it is moving away from the Earth. It is invisible to us because of the earth's bulge. When some nations see the Sun rise, other nations see the Sun at their peaks, the fact is that every place has a different time. This is because the earth is round. If the Earth weren't round, it wouldn't be surrounded by places of different latitudes, and day and night wouldn't be the same in summer and winter, and they wouldn't be the same. "
2. In his work "Qanuni Masudi" he also expresses his views on the shape of the Earth as follows:
3. Beruni wanted to create an image of our planet, while clearly imagining it. In "Geodesy" he writes about his globe:

In the past, I have tried hard to combine the method in Ptolemy's Geography (described) with the methods in Jaihani's Book of Ways and others (the scholar who followed him). I collected information from various works, identified inaccuracies and improved this area of knowledge. So I started by identifying (based on) what I heard from tourists and what I saw first, the distance data and the names of places and cities.

As a result of many of his proofs, observations, and calculations, he was one of the first Central Asian scientists to create a globe with a diameter of 5 meters that reflected the earth. But Beruni did not say what he made the shape of (wood, paper, temi ryoki clay). It is known that he made a globe. The diameter of the globe was very large, he said: "My 10 lengths are about 5 meters." This globe was made in Khorezm, and there are two different opinions about the year it was made: P. Bulgakov says it was made in 995, Jacques Bualo says it must have been made in 1016.

Based on Beruni's idea above, this globe is designed to more accurately measure distances between cities and thus determine the latitude and longitude of places.

Abu Ali ibn Sina explained the role and importance of internal and external forces in the formation of relief. According to him, the relief of the Earth's surface is formed and changed under the influence of internal and external forces.

Zahiriddin Muhammad Babur made a great contribution to the development of regional geography with his work "Boburnoma". Based on the information provided in the "Boburnoma", it is possible to think about the natural conditions and economy of the Central and South Asian countries in the Middle Ages. Mahmud Qashqari, in his Devoni Lugati Turk, provided information on many geographical terms and concepts and compiled a map of the world.

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LINGUISTIC FEATURES OF THE MAIN VARIANTS OF THE ENGLISH LANGUAGE

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ABSTRACT

The language of any country is part of its culture. The modern language of international communication is English. It is a language spoken and written by hundreds of millions of people of different nationalities. It is the language of business, science, office work, information technology and, of course, the language of communication. English is the most studied language in the world, its influence is so huge that it can affect not only the vocabulary, but also the linguistic structure of other languages, so now there are more than a billion people on earth speak and strive to speak English.

KEYWORDS: *Development Of The English Language, American And British Languages, Language Creolization, Native American.*

INTRODUCTION

For many years, English in most countries, including Russia, was focused on the British version of the language, while the American language had to be mastered in practice, only for those who, in connection with their professional activities, needed to be and communicate with native American English speakers.

At the present stage of development of the English language, it is necessary to mention the fact that students (not only about students, but also schoolchildren) almost daily encounter the American version: they watch American films, listen to American music, read labels on American-made products and goods. Therefore, we must be competent in the difference between American and British languages.

Like many other languages, English, which has spread over large areas, provides a wide variety of pronunciations. In this paper, we will analyze the language units belonging to the British (Received Pronunciation - RP) and American (General American - GA) variants of the English language. First, consider the phonetic features of these options. The issue of phonetic features of the variants of the English language was dealt with by Buraya, 2009, Leontieva, 2004, Bondarchuk, 2013.

Currently, English is the language of international communication. But it's becoming an international means of transmitting information is due not only to a large number of users, but also to a number of other factors, both linguistic and extralinguistic in nature: firstly, the simplicity of the structure, secondly, the powerful economic policy of England and the United

States of America, and secondly, thirdly, the formation of international organizations such as the UN, UNESCO, WHO and others, inof which English is an official language along with French, Spanish, Russian, and Chinese. In addition, one of the criteria for the transnational status of a language is considered to be its function as the state or official language in the country where it operates in such areas as administration, courts, the media, and the educational system.

A language that meets this criterion and is not native to the population is a second language. English as a second language plays a similar role in more than 70 countries (including Ghana, Nigeria, India, and Singapore). In the territories that were British colonies, English was used as a means of communication between different ethnic groups, then gradually changed and became native to the population. This happens in several stages: first, a simplified language is formed, consisting of elements of interacting languages, called a pidgin, then language creolization (or nativization) begins.

This term refers to the process as a result of which the pidgin begins to serve all the basic communicative needs of the society, including the sphere of intra-family everyday communication; gradually it becomes the native, and often the only language of the new generation.

As mentioned in the introduction, most often transformations in language variants occur at the phonetic and lexical levels. The processes of change in these areas occur as a result of the adaptation of the language to a particular people, culture and customs. American English begins its spread in North America from the beginning of the 17th century, when the first colonists arrive. In the 1610s and 1620s, the British formed large agricultural campaigns to grow and the processing of economic crops for which the American climate is best suited (for example, tobacco). But it is the mass immigration to the American continent that begins with the resettlement of Protestant "pilgrims" in 1620 due to religious differences with representatives of the Anglican diocese.

They settled in what is now Virginia. It is believed that it was from this year that the spread of the English language began in North America. At first, New Englanders speak literary English, but then the language begins to transform and transform. A century later, when the population ceases to consider itself British and begins to seek independence, English remains the official language, but has already undergone some changes. Dialects such as eastern and southern are developing, characterized by deviations from the normalized language in phonetics and lexical composition, but their changes are small, so they do not prevent people from different states from understanding each other in the process of communication.

The main changes are observed at the phonetic and lexical levels, the grammatical structure of the language is close to the classical Br E. Also, some transformations can be traced in spelling.

At the lexical level, the following deviations from the norm can be traced: in the American version there are a lot of words, like borrowings (for example, from Native American: chipmunk - chipmunk, papoose - Native American child; from Dutch: boss - owner, cookie, cruller - various types of cakes; from French: plaza - square, beaut - beauty, handsome), and formed using the material of the language (motion-picture - a movie, downtown - the business part of the city), which are not in the British language. 1.2Scottish English from the 7th to the beginning of the 17th century, there was a continuous struggle between the local population and the British. In 1603, the unification of Scotland and England took place in connection with the approval of the

Scottish Stuart dynasty on the English throne, but in the period from 1603 to 1706. Scotland is trying to maintain its autonomous character, and the country's currently known state status as part of Great Britain begins its existence from 1707, when the independent The Scottish Parliament is abolished. There is no single official language in the country, so the population speaks Gaelic Scots, Scottish and English (dominant) languages, with most Scots bilingual. Two tendencies have been fighting in the literature of this country for many years: the preservation of the native, classical Scottish language and the imitation of English models.

The written language of the Scots differs little from British, especially in terms of grammar. Level; As for oral speech, in this area, in addition to changes in pronunciation, vocabulary differences are observed:

1) words that have transformed their spelling through transformation at the phonetic level, for example: ritch - right; nothing - night; maun-may; mair - more; auld - old; awa - away; syne - since; 2) Scots, that is, words that are characteristic only for Scottish English, for example: lassie - a girl; laddie - guy; wean - child; billy - friend; lug - ear; lufe- palm; gob - mouth; bonny - beautiful; wee - small; caller - fresh; kebbuch - cheese and others; 3) words that have changed their meaning, for example: short - rude; silly - physically weak; change - habit and others

Modern Canadianisms and their linguistic analysis Basically, a new, characteristic of Canada, vocabulary appears in the field of naming food products, national dishes and drinks, as well as slang and the designation of everyday realities. Canadisms can be either one- or two- or more-component. One-component canadisms: Alcool is the word for pure grain alcohol. It is equivalent to American Everclear. Some sources have found information about that this name comes from the French alcool, which means all alcohol, with a slight change in meaning. Most often this term is used in Ontario, but there are also cases of use in Quebec. Breakwich is the word for breakfast sandwich. Formed by merging the words: breakfast and sandwich.

It is a noun and, in a sentence, can perform a function characteristic of this part of speech, for example, "I made you a breakwich.". Bunny huga Saskatchewan term for a sweatshirt with a hood and a pocket in the front to keep your hands warm ("She pulled on her bunny hug because she was cold"). The origin of this word is unknown, but it is obvious that the common English morphemes bunny ("rabbit, bunny") and hug ("hug") are used with a shift in meaning. Deke is a word meaning "to move quickly", formed by shortening of the word decoy. For the first time this name appeared in hockey slang in 1960, then, from 1961, it expanded its scope and became a common term ("I'll deke out the defense man and get a shot on goal") OED [9]. Dep (dépanneur) is a word for a grocery store that sells when other stores are closed ("Can you go Dep?"). The term is derived from the French word dĕpanner, which means "to rescue, help." Donair - a dish made from spicy meat wrapped in pita bread, poured over with a sweet sauce made from condensed milk, sugar and vinegar, very similar to the famous "shawarma" in Russia.

The word is used as follows: "Everyone likes a hot Donair on a cold afternoon." Eavestrough is a rooftop gutter term used in Canada and the northern United States.) Formed using common English morphemes eave and e trough and dates back to 1870.

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FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE PHYSICS TEACHERS THROUGH INDEPENDENT EDUCATION

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ABSTRACT

The article discusses the issues of forming the competence of future physics teachers through independent learning. Accordingly, in the undergraduate curriculum, the hours allocated to the auditorium and independent study are allocated in approximately equal proportions. The authors classify tasks according to the parameter of didactic purpose: acquisition of knowledge, consolidation and systematization of knowledge, formation of skills, formation of skills. In order to improve the effectiveness of independent study in order to improve science programs, students were invited to create a plan, synopsis plan, base data scheme, comparative table, electronic information resources and search resources with Internet resources.

KEYWORDS: Competence, Professional Competence, Bachelor, Independent Study, Professional Activity, Curriculum.

INTRODUCTION

Approved by the order of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan dated August 14, 2020 No 418 "5110200 - Qualification requirements for undergraduate education in Physics and Astronomy" [1] lists the professional competencies of bachelors. -knowledge of current issues of public policy, be able to independently analyze socio-economic problems and processes; - be able to use information technology in their professional activities, have mastered the methods of collection, storage, processing and use of information, be able to make informed decisions in their activities; - be able to independently acquire new knowledge, work on themselves and organize work on a scientific basis.

In the section of professional competencies: - Competence to be able to independently analyze social problems and processes. Independent education also plays an important role in the formation of the proposed special competencies.

Accordingly, in the undergraduate curriculum, the hours allocated to the auditorium and independent study are allocated in approximately equal proportions. Accordingly, the issue of forming the professional competence of future physics teachers through independent education plays an important role.

Analysis of the literature in this area shows that despite the fact that the methods, forms, methods and other aspects of the organization of independent work of students are sufficiently studied, there is no work on the organization of independent work in solving problems of increasing its

role in modern education and professional competence. The authors say that “a competent professional seeks the future through independent learning and can see the changes in it. “Competence will be future-oriented even if it is implemented now” [2; 110-b]

In D. Raven’s work “Competence in Modern Society,” he outlines what qualities are necessary for the subject of labor in any field of professional activity. These qualities include the ability to work independently without constant guidance from the outside; willingness to take responsibility for their actions; show initiative; independently find the problem and ways to solve it; ability to apply existing knowledge and experience in new and non-standard situations; ability to communicate with other people; independent acquisition of new knowledge, taking into account existing experience and feedback from the professional and social environment; the ability to make decisions based on analysis and justification in the absence of necessary and sufficient data and tools [3; 181-p].

Despite the large amount of pedagogical research on the organization and content of independent work of students, there is still no single didactic and organizational approach to the essence of this process.

In the works of NV Solovova and O.Yu. Kalmikova are given tasks of different modern forms and types for independent work of students. The authors classify tasks according to the parameter of didactic purpose: acquisition of knowledge, consolidation and systematization of knowledge, formation of skills, formation of skills. The authors include one type of independent work - work with textbooks, additional literature, normative and legal documents, audio and video recordings, professional and popular articles [4; 96-b].

How can its role be enhanced in students to develop professional competence through independent learning? First of all, it is necessary to increase the time allocated to it in the normative documents. M.V. According to Bulanova-Toporkova, in many countries of the world the ratio of students' independent extracurricular activities to classroom lessons is 3.5: 1. This ratio, according to the researcher, contributes not only to the deepening of knowledge of students, but also to the formation of interest in professional knowledge, the development of ways of self-development, self-education. "Therefore, it will become a key resource for improving the efficiency of training" [5; 64-b].

In this regard, when analyzing the curricula of universities (institutes) training teachers in the Republic of Uzbekistan, it is gratifying that the hours allocated for independent study are equal to ~ 40%. But they do not talk about the forms and methods of independent learning. They are given separately for each subject in the curriculum. The analysis of the sections devoted to independent learning in the programs was based on the programs developed in accordance with the curricula approved in the last 2020.

First, the model curricula of academic disciplines, which are the main basis for the formation of general competencies of future teachers, were analyzed.

In order to improve the work in this area, the research conducted surveys among students and studied the pedagogical conditions necessary for the development of professional competencies through independent learning. Studies have shown that the implementation of independent learning in students requires an individual approach (because, different cognitive abilities, different intensity of mastery, different teaching methods, different motives for mastering professional competencies, etc.). These are not always taken into account by teachers.

It is known that entrants come to the institute at different levels of independent study. They were mainly trained independently in preparation for the entrance exams. In the process, they only did exercises such as storing data in memory and performing small mathematical operations. In school, they did their homework and wrote essays under the guidance of a teacher. There are no separate sessions on how to effectively learn independently.

Research shows that the effectiveness of independent work depends not only on the department that teaches the subject, but also on the pedagogical conditions created at the institute (availability of sufficient literature in the library, electronic resources, independent auditoriums, laboratories, experimental tools, etc.). Such conditions, of course, do not fully exist in every pedagogical higher education institution. In the course of the research, recommendations were made to improve them and practical work was done.

In order to improve the effectiveness of independent study in order to improve science programs, students were invited to create a plan, synopsis plan, base data scheme, comparative table, electronic information resources and search resources with Internet resources. In addition, the processing of lecture texts, articles; development of diagrams, tables, dictionaries, puzzles, crossword puzzles for systematization of educational material; performance of test tasks; answers to control questions; interpret, summarize, review the text; compiling a list of sources on the studied topic, including electronic resources; working with computer programs, etc. were included in the recommendation.

The implementation of independent education was not limited to the improvement of teaching materials, the preparation of recommendations, but also required teachers of the department to conduct trainings on the organization of independent education of students. Accordingly, for teachers: 1. Diagnose the readiness of the student to work independently 2. The content and structure of professional competence, the stages of its formation 3. Readings were conducted on the content and forms of independent work, ensuring the formation of professional competencies.

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PECULIARITIES OF THE SPIRITUAL IMAGE OF THE UZBEK PEOPLE AND THE ROLE OF HISTORICAL ROOTS IN THE DEVELOPMENT OF NATIONAL SELF-AWARENESS

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ABSTRACT

The article discusses the specifics of the spiritual image of the Uzbek people and the role of historical roots in the development of national self-awareness. Much attention was paid to the solution of the priorities of educating young people in the spirit of respect for national and spiritual values, instilling in them the qualities of national identity. The analysis draws on various aspects of the factors of national identity, the main conclusions and recommendations related to the analysis of the concepts of national ideology and spirituality.

KEYWORDS: *Globalization, Media, Personality, Education, Upbringing, Enlightenment, Spirituality, Ideological Gap, Ideological Prevention.*

INTRODUCTION

The structure of the spiritual image reflects, first of all, the social relations associated with the spiritual life. This means that the structure of the spiritual image is formed by the national character, national language, national consciousness and national identity, national customs, traditions and values, and in a sense, the general "co" of a nation. "rinishini", which serves as a link between its past and future. The study of its components helps to reveal the main purpose, that is, the essence of the concept of spiritual image. Thus, we focus on the essence of the concept of national character, which is the core of the structure of the spiritual image.

The word character corresponds to the Uzbek concepts of tiynat, nature, and character. It's actually a Greek word meaning "seal," "carving." Characteristics is studied separately in world psychology. It is the study of human character, the identification, evaluation, and prediction of what will happen in the future under certain circumstances. Character is reflected in one's actions. It is a set of stable human qualities. Therefore, by studying the character of a person, a nation, it is possible to convincingly tell how he will act in the future. Character can be formed, nurtured, improved.

National character as an object is a difficult but understandable social-historical phenomenon. It is the most important part of the spiritual image. National character is a historical category, and to study and explain it, it is necessary to know the life, history, language and culture of this nation.

The diversity of peoples, their socio-economic experience is determined by their historical development and natural living conditions. In this, social relations play a leading role in the

formation of national character. Each historical epoch creates its own ideal of national character, which is in line with the interests of the national ideology on the basis of the laws of social development of this period. The character type of this period reflects the lifestyle of the people. "National character is psychological, it is reflected in national character," said Kuronov. Based on these indicators, it is possible to create a model of the character of people belonging to one or another nation, the average national character. "

The emergence of every character trait that a nation has acquired throughout its history is due to the long-term impact of the surrounding events on the psyche of the people. It should be noted that although there is still no common view on the concept of 'national character', there are common views on the qualities that go into it. Many researchers attribute such qualities as national character, attitude to work (diligence), patriotism, patriotism, bravery, and fighting spirit. It also includes features that define inter-ethnic relations and inter-ethnic relations.

Researchers of national character question which of the national characteristics is not present in any nation. This is one of the difficulties that researchers face in studying the national character. In fact, no matter what character traits we reveal, we see that they exist in all nations and peoples. For example, such qualities as freedom-loving, courageous, hard-working, and patriotic are common to all peoples, but they are not the same in all nations in terms of their manifestation and structure. Because of the different lifestyles, historical developments, and conditions of activity that give rise to character traits, the manifestations of the above traits cannot be the same. All researchers who have studied the life and way of life of the mountain peoples of the Caucasus unanimously agree that they have strong character traits, such as fighting and pride.

The national character does not change, it is not stable. It is a product of history. Therefore, it changes to a certain extent with the changes in the historical socio-economic conditions that created it, and even in a single social system, it is possible to develop certain qualities.

National character does not contradict universal characteristics. Therefore, it cannot be separated from the character of other nations and peoples. When a nation enters into close socio-economic and cultural relations with another nation, it takes from it what it does not have and gives from itself what it does not have. However, when these traits of character, inherited from other peoples, are assimilated by the representatives of the nation, they do not change without a change, but acquire a specific national expression.

Among the components of the spiritual image, customs, traditions and values are of special importance. After all, they are the manifestation of the spiritual and spiritual appearance in the material being. It is known that as each individual is formed as an individual, not only under the influence of social relations in the period in which he lived, but also historical experiences, created by ancestors, collected and passed down from generation to generation. cultural heritage is also formed under the influence of national values. The role of national customs and traditions of each nation is especially important.

Each epoch, each nation has its own customs and traditions that are specific to and reflect the socio-economic, natural and geographical conditions. It is difficult to enumerate the rituals, customs, and traditions that have developed since mankind began to live consciously. They play an important role in the spiritual life of the people.

National customs and traditions combine the social needs, moral norms, interests, practical experiences and historical living conditions of an entire nation. They are born in the course of a

nation's activity, and throughout the history of each nation, depending on the nature and characteristics of the living conditions, they form a certain norm of human relations. These norms and guidelines are passed down from generation to generation and become customs and traditions.

Formed customs and traditions play a socially defining, guiding, and shaping role in an individual's entry into social relationships. When we look at a tradition or tradition without looking at the reasons for its origin, they seem, at first glance, absurd and pointless. In fact, we see that they all originated as a result of the socio-economic and practical activities of the people and served to meet their specific needs. Because they represent the identity as an integral part of the spiritual life of the people.

Awareness of national identity plays an important role in the structure of spirituality. Awareness of national identity is a complex phenomenon that arises on the basis of national consciousness and is part of its structure. A national identity is the understanding of the common language, customs, traditions, values and belonging to the state, common interests and needs of each nation, which represents the real existing subject, material and spiritual wealth. Awareness of national identity is a relatively high stage in the formation of a nation. It is different from the national consciousness. National consciousness is an important criterion for the development of the unique language, customs, traditions, values and spirituality of each nation from the bottom up, from the simple to the complex. In turn, the development of national consciousness raises the level of self-awareness of each nation. While national consciousness is an indicator of the development of a nation on the basis of its identity, national self-awareness is an inner spiritual potential that moves to protect the national interest.

Awareness of national identity as a real material force manifests itself in cases of violation of the honor, dignity, dignity, honor of the nation or acts of violence on the other hand, contrary to the material and spiritual interests of the nation will be. Awareness of national identity becomes a material force that protects the interests of the nation. Awareness of national identity is part of the system of spiritual culture of the nation, and its contribution to the development of the nation is a pure spiritual contribution. Awareness of national identity, as one of the factors that ensure the eternity of a nation, is constantly evolving in accordance with this reason and need. Awareness of national identity is an emotional phenomenon by nature, and its true nature is reflected in the protection of the interests, honor, pride and values of the nation.

Spirituality is one of the existing and perceptible characteristics of nations, and its origin is inextricably linked with the entire history of the nation. Speaking about the historical roots of the spiritual and spiritual image of the Uzbek people, the Uzbek people have experienced 3 major religious and ideological stages (Zoroastrianism, Islam, communism) and each ideological and religious impact. it must not be forgotten how many generations have passed before the end of the period, and that these processes have left an indelible mark on the character of the nation. These influences include purely spiritual influences. The opinion of our President on this issue is also noteworthy: "The people are a powerful force that lives with its indelible memory and great feelings of its thousand-year-old traditions and experiences." It is said that the Uzbek people have a long history and that its formation as a nation goes back a long way.

Therefore, since the main factor influencing the spiritual image is the development of historical processes, we will focus on the process of formation of the spiritual image of the Uzbek people.

After all, it is natural for people to want to know their roots and ethnic ancestors after gaining independence. This allows us to imagine the current state of the spiritual environment.

Uzbeks are a people with a unique process of formation. History has shown that the Uzbek people are rooted in the indigenous ethnic groups living in the region, and the second roots go back to the ancient Turkic peoples. The fusion of the two main roots - the mutual synthesis - formed the Uzbek people and later the Uzbek nation. Nation-Arabic is a word that usually means people. The Encyclopaedia of Philosophy provides a modern definition of the concept of nation. In particular, it states that "a nation is a language, spirituality, understanding of national identity, spirit, customs, traditions and values, living in a certain area, connected with social relations, as an independent entity. it is the ethnic unity of those who create material and spiritual wealth. "

The concept of "nation" is difficult to define, a nation is made up of real people, so they have different inner emotions and spiritual potential. Trying to put an end to their level is nothing more than an unscientific approach. Because the national process is continuous and in motion, - says the researcher S. Otamurodov.

This means that a nation is formed on the basis of the spiritual unity of the people who have settled in a certain area and developed over the course of historical development.

Throughout the twentieth century, the spiritual image of the Uzbek people has changed or been forced to change. Today, we are very different from our ancestors who lived 100 years ago. The events that had a profound effect on the national spirit in this century were the independence movement, collectivization, famine, repression, and the worst of World War II. All this has affected the spiritual world of the Uzbek people. The symbolism of Soviet ideology in general was also intended to shape the worldview of slavery and servitude in national psychology. Uzbek was a symbol of cotton, wool and a hardworking peasant, a man who had lost his personal well-being and caliphate, and whose mind was dependent on the state for growing cotton, said Madayeva, a researcher who studied the mentality of the time.

The Uzbek people lost their historical roots during the colonial period. They wanted to change his moral image in their favor. But the real children of the Uzbek people saved the nation from this tragedy. A completely new stage in the formation of the spiritual image began on August 31, 1991 with the declaration of independence.

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CENTRAL ASIAN THINKERS ON SPIRITUAL AND MORAL RISE

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ABSTRACT

The article analyzes the views of the great thinkers of the early Renaissance, Farabi, Beruni and Ibn Sina, on man, his maturity, spiritual and moral qualities, the pursuit of happiness, education and science. The scientist used the method of describing the decision-making of different spiritualities as a prison of different "city" inhabitants. The scientist used the method of describing the decision-making of different spiritualities as a prison of different "city" inhabitants. The way to achieve happiness is an expression from the understanding of the essence of virtuous deeds and the knowledge of the means of their occurrence.

KEYWORDS: *Man, Perfect Man, Noble Community, Spirituality, Morality, Spiritual Maturity, Moral Maturity, Moral Ideal, Happiness, Education, Knowledge, Human Qualities, Kindness, Compassion, Self-Discipline, Love, Beauty.*

INTRODUCTION

Every nation and elat uses the knowledge of its ancestors, the lessons of experience and history, the Sons of manners, education and upbringing, without which it cannot live. Spirituality and morality have a strong influence on the rise or crisis of society. Therefore, it is necessary to pay serious attention to this issue.

Recognized as the founder of Islamic political science and named "Muallim al-Sani" for his contribution to the treasury of human political science, Abu Nasr al-Farabi's political views are based on the "man-state-spirituality" trio, whose research focuses on the role of spirituality in political reality.

It is known that Abu Nasr al-Farabi's teaching "Classification of Cities" describes the evolution of spirituality and concludes that spirituality forms a certain way of life. Alloma used the method of describing the settlement of different spiritualities as the life of different "urban" inhabitants. Alloma used the method of describing the settlement of different spiritualities as the life of different "urban" inhabitants. The scientist used the method of describing the decision-making of different spiritualities as a prison of different "city" inhabitants. But Forobi at first glance draws the conclusion that the ideal sanalm is a "virtuous city", that is, the absorption or degradation evolution of mature spirituality can also occur. In this respect, Forobi's scientific heritage is important to us. There are two main qualities of spirituality: either it is yours, or someone else's. Clogging someone else's own spirituality and threatening your spirituality only pursues one goal – to destroy your spirituality. The Thinker emphasizes that for any society, two

tasks should be prioritized in terms of spirituality: first, the improvement of one's spirituality over another, and secondly, the preservation of it from the aggression of another spirituality.

The great humanist shows to the center of his socio-philosophical, political views the study of a person, his goals and provisions, the ways of achieving moral perfection and happiness. When we say moral perfection, the scientist understands philanthropic works, beautiful human qualities. Negative vices that interfere with moral perfection include laziness, ignorance, ignorance, dishonesty. "In truth," he says, "every being has come into being to achieve the highest perfection – a career that is unique to its body without any words. The name of this perfection inherent in man is called the most mature happiness" [1].

The forabian mind, emphasizing the interdependence of Science and morality, sees them as the main means of achieving happiness. It seems that happiness cannot be achieved by a person himself, suddenly. It requires an active mind, labor, knowledge and self-restraint from a person. "A sudden way to achieve happiness is to perform all noble deeds with good intentions, to rely on virtuous deeds, and to restrain oneself from the work that can bring disgrace and misfortune"[2], - says the thinker.

In addition, the opinion of the great scientist that education plays an important role in human perfection is also remarkable. In his opinion, teaching is to give knowledge, theoretical knowledge on the basis of reading, learning. And the upbringing is to teach young people the norms of behavior and practical skills necessary to master a certain skill.

The scientist writes about the role of education in the development of human knowledge, its perfection and the general worldview: "when a person is not well educated and does not gain experience in life, he does not notice many things and is disgusted with them. It seems that such a thing is inappropriate. As soon as he has knowledge and experience, his mind changes, what appears to be non-existent turns out to be necessary" [3].

Applying to the younger generation, forobi encourages the mobilization of all opportunities and forces for the purpose of achieving happiness: "it is necessary to try to preserve and strengthen something that helps (morality, profession, science, etc.) in the pursuit of happiness, and what is harmful, to turn it into something useful."[4].

The way to achieve happiness is an expression from the understanding of the essence of virtuous deeds and the knowledge of the means of their occurrence. Only then can a person have the opportunity to introduce his knowledge and abilities. From this point of view, "happiness is such a goal that it is achieved by acquiring knowledge, by studying and mastering various arts, professions, and by generating knowledge obtained and work worthy of the studied arts"[5], - says Forobi. So, theoretically, it is necessary to have knowledge about happiness, to know the means, ways to achieve happiness in practical terms, that is, the unity of practice with the theory is necessarily made.

The moral ideas of the great encyclopedic scientist Abu Rayhon Beruni are also valuable in their deep content and impressiveness. In his opinion, the moral image of a person is formed in society, under the influence of others. In the formation of human appearance, nature is actively involved, there is no opportunity to change it. And the change of behavior is in a person's own hands. The possibilities of turning qualities from bad to good are endless. To do this, each person must have control over his behavior, feelings, educate his soul. Then he becomes free from his evil qualities and becomes a master of high moral qualities.

Khorezm encyclopedic dictionary scientist believes that nobility and bravery are the best human qualities. He noted that the nobleman pays the debt of others, dedicates it to others. And the charismatic person is distinguished by his ability, tactfulness, agility, perseverance, endurance and humility. Noting that Beruni is a high character of nobility and nobility, it is important to know that these qualities do not depend on the origin of the original person. It is important that a person is not a descendant and original being, but his virtue, the good and the good that he has done to elga.

The moral ideal of Beruni is the way of life of a person who, through his labor, makes a living, does not commit to someone else's property and suicide. A perfect person in his imagination is a noble and kind person who has kept his dignity and dignity in his name. "A noble man does not possess anything other than his soul and his own property, by law he manages his own property. If such a person carries the heavy burden of others on his shoulders, for which he himself grieves and gives to the people who need what Allah has bestowed on him, then the man is considered a shelf-bearer. Javonmard is a man famous for his nobility and benevolence. At the same time, javonmard is a man who has also made a name with his kindness, kindness, perseverance, prestige"[6]. The scientist claims that it is necessary to appoint such intrepid people to high-level positions.

C It is recommended that as one of the important means of eliminating oppression, evil in society, putting it on the right path, it is necessary to educate the souls of rulers and the non-believers around them, to get rid of the scourge of nafs by forming in them good human qualities. So, to change society, Beruni does not encourage the people to revolution, to revolt. Because ignorance cannot be overcome by force the social vices that arise as a result of a violation of self-esteem, it is noted that it is necessary to identify the means for their elimination.

In society, the law reigns, and the great task before the Enlightenment, when evil and greed arising from it, predation, ignorance are eliminated, it is possible to cleanse the soul of people. Then there will be opportunities to carry out such work as spiritual wellness of society, perfection of people. It is noted that in order to eliminate the existing vices in society, it is necessary to cut off their root – social evil. Beruni understood the essence of this in such a way thattirati: "even if there are many masterpieces of evil, the basis of them is theme', anger and ignorance. When the same grounds were forty, the shahabchas sagged. That is, the forces of reason and thought over this greed and anger must win. Greed and anger are the strongest and most deadly enemies to a person, they deceive a person with pleasure and the pleasure of revenge. And pleasure and pleasure are closer to leading to ranj and sins. The man given to them will be like wild animals and even devils and demons"[7].

According to the famous philosopher of the East, Ibn Sina, the spiritual perfection of man is expressed in his desire for beauty. The means to achieve beauty is love. The spiritual perfection of man is realized by the upbringing of his soul. The source of action of all things in the universe is love. Love is an adjective that determines the existence of everything, an internal principle for its existence. The interaction and harmony of things in the universe are also due to love. Love is an expression of God's benevolence towards man, while kamoli is also an instrument of absolute control over all events in the universe.

According to Ibn Sina, the seed of Love was planted into all phenomena from time immemorial in order to preserve the inner strength inclined to the perfection obtained from it as a result of the manifestation of Kamali absolute. If events lose the power of inclination to their perfection, love

will restore this power again. Everything in the universe has its own meaning and meaning, in which something futile or absurd cannot exist. Olam says that interpersonal harmony and wise order management is done through love, says Ibn Sina [8].

Ibn Sina notes that love is not the quality of the body, but the quality of the soul. Nafs consists of three types of strength: nutritional strength, growth strength and reproduction strength. There are three types of love in the soul, according to these three types of strength. These types of Love provide the ability of living and inanimate bodies to live. If the alien power from the outside is not an obstacle, then everything that has the power of love seeks its ultimate goal.

The essence of Ibn Sina's interpretation of Human Love is a harmonic to the concept of platonic love. Here is such an ideological orientation that, in principle, the scientist views love as an important means of bringing a person to spiritual perfection. The inner beauty of a person is his beautiful behavior, his tendency to high spirituality in many respects is preferable to his outward appearance, says Ibn Sina. In most cases, the external appearance of a beautiful man's inner world is crippled and gloomy. On the contrary, the appearance of a hunchback can be the owner of beautiful moral qualities. Therefore, the physical beauty of man is not directly determined by his inner beauty, which is associated with his human desires: the advantage of inner moral beauty over external beauty is beyond doubt. However, Ibn Sina does not look at Man as an irreparable feature, that is, from time immemorial the fate of the inherent inner beauty and nobility. Perhaps it seeks to find the reasons for such adjectives: the appearance in a person of good and bad behavior is caused by the influence of something from the outside. This effect can be either negative or positive. It is possible to formulate good, beautiful behavior in a person, if the causes of the negative effect are eliminated. The purpose and essence of the training of the nafs is in the solution of the same things [9].

The object of love aspiration is an expression from Beauty. Beauty is an important spiritual means that encourages the human spirit to Capricorn and nobility. The main task of beauty in the upbringing of a person is also an expression from this. But the beauty inherent in every existing thing is determined by the role that it occupies in the process of the first source embodiment of the same thing: in the process of rebirth from the first source, the level of beauty of things close to absolute perfection decreases. The perfection of high beauty is an expression of striving for absolute, approaching it. The souls of people are in a state of predisposition to perfection and always strive to dream about beautiful things. The same is true of their perfection from other animal desires [10].

According to Ibn Sina, to observe beautiful things in a dream means to actively study, observe and know the phenomena of the olam at the same time. Through such observation, man rises towards spiritual perfection. In this process, all three parts of the soul are involved: its lower parts are in cooperation with the rational (human) soul. They also have the ability to reach perfection, that is, the lower parts of the soul are inextricably linked with mental activity.

A person can be enjoyed by observing high ideas with his intellectual activity. Satisfaction from mental activity is the highest level of pleasure for a person. Emotional flavors arise with the influence of external forces. Spiritual enjoyment, satisfaction arises from the mental power of the soul and elevates a person towards spiritual ascension.

In general, the ideas of the scientists about the spiritual and moral rise have an important educational significance not only in their time, but also in our time. Because these ideas will

undoubtedly help to educate a harmonious generation in the conditions of today's globalisation, to integrate national and universal values into their minds, to combat fanaticism and terrorist attacks.

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SOMATIC PHRASES IN THE WORK OF SAADI SHERAZI “GULISTAN”

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ABSTRACT

The article is devoted to the phraseological units used in the work of the famous Iranian writer SadiySheroziy “Gulistan”. The spiritual properties of the phraseological units, built on the basis of hand, teeth, heart, soul, Lamb, head somatic lexemes, are cited. It was thought that most of the phraseological units used in the game have an expressiveness and an emotional character.

KEYWORDS: *Somatic, Units, Denotation, Free Unit, Evaluation, Structure, Semantics, Methodological Meaning.*

INTRODUCTION

Many poets and writers have passed in the world. But there are such cases that the period, over time, their value will increase, as it were, will not decrease. Undoubtedly, one of such writers, who illuminated the sky of the Persian literature after the Pharaoh with its bright light, and whose flashed light for seven centuries was not extinguished by a particle, is considered the Sa'diySherozi of Muslihiddin. Many works from the poet in different genres have been inherited by generations. In particular, it is a work written in the prayer "Gulistan", written in 1258 year, which has the character of pandnameh, embodied in prose the literal and spiritual characteristics of the nazm, consisting of stories, poems, Proverbs, fables, Proverbs, figurative expressions, verses and hadith. Sentences in "Gulistan" are listed with a prose statement first and then briefly improved with a theoretical statement in the content. Or the prose statement is filled with proverbs and proverbs. Sometimes stories are expressed only in words of wisdom or figurative expressions. The writer himself created many proverbs and phrases that they were absorbed into the composition of the oral creativity of the people. Especially the writer figurative phrases, in order to ensure the musical rhythm of the work in the citation of words of wisdom, either by changing them or using many synonyms, adapt to rhyme and increase the artistic style of the work. Such phraseological units make it possible to deepen the meaning content of artistic works, increase the attractiveness of events, expressiveness of the event on Earth.

The main part of many phraseological units, which Sa'diySheroziy used in "Gulistan", is semantically aimed at a person, at interpreting his behavior, at assessing his moral–ethical, intellektual characteristics, characterizing his social status, profession, age, life experience. Therefore in this phraseological units representing different structure and semantic meanings is noteworthy. Especially the phrases consisting of somatic phraseological units (in the composition

the name of a body member of a person) are cited in many in the game by the writer. In such somatic phraseological units, the use of both external and internal body organs was observed:

(۱) مَلِك دَسْت تَحْيَر بَه دَنَدَان گَزِيدَن گَرَفَت وَ گَفَت... (« شرح گلستان » ، باب ۱ ، ص. ۱۸۳ .)

...dias dna esirprus yb kcurts saw gniK ehT

« دست » [dast] “hand”, « دندان » [dandān] “tooth” ;

« دست تَحْيَر بَه دَنَدَان گَزِيدَن گَرَفَتَن » [dast-e tahayyār be dandān gazidan gereftan] literally "take the Lightning, to the tooth of the hand of amazement", that is, "from surprise to surprise", "to admire dearly", "to be incredibly disgusted", "ajablanmak", "to regret" ;

(۲) آن کس که مرا بگشت، باز آمد پیش

مانا که دلش بسوخت بر گشته خویش

(« شرح گلستان » ، باب ۵ ، ص. ۵۰۹ .)

Man came back and killed me,

His mercy came to burn the heart.

« دل » [del] "heart", "soul" ;

« دلش سوخت » [deleš suxt] literally "the heart was broken", that is, "the heart was crushed", "the heart burned", "pity", "pity came".

In many somatic phraseological units, which are presented in the game, imagination, expressiveness and emotionality take the leading place. Although the phrase is denotative, that is, it has a character to name the predicate or phenomenon, but one of their main features is full-fledged self-expression in the context of objectivity, expressiveness and emotionality:

(۱) هر آن که تخم بدی گشت و چشم نیکی داشت

دماغ بیهوده پخت و خیال باطل بست

(« شرح گلستان » ، باب ۱ ، ص. ۱۹۰ .)

When a person commits evil and hopes for good,

With the superstition, dream has been around for a while.

« چشم » [češm] “eye”, « دماغ » [demāy] “brain, nose” ;

« چشم نیکی داشتن » [češm-e niki dāštan] literally "to have the eye of goodness, good", that is, "to wait for good", "to hope" ;

« دماغ بیهوده پختن » [demāye bihode poxtan] literally "in vain the brain (nose) to cook", that is, "hump", "in vain to think" ;

(۲) ملک را رحمت در دل آمد و از سر خون او در گذشت.

(« شرح گلستان » ، باب ۱ ، ص. ۱۷۷ .)

The King's Mercy came and forgave his blood.

« دل » [del] "heart", "soul", « سر » [sar] “head” ;

«dar del rahmat āmadan» literally "have mercy on the tongue", that is, "Have Mercy", "have pity" ;

«az sar-e xun-e kasi dar gozaštan» literally "to go through the head of someone's blood", that is, "to have mercy", "to go through someone's blood trade".

riht ,sdrow fo snoitanibmoc eht sserpxe ylevitarugif ot slliks sih sesu retirw eht semitemoS
era emag eht ni deretnuocene stinu lacigoloesarhp eht fi nevE .idarityahcuk gninaem citsilyts
a ni noitacilppa sti fo sisab eht no demrof si heihw ,mrof lautirips wen a ,stinu eef fo desopmoc
:stinu lacigoloesarhp fo rebmun eht ni dedulcni eb ot ti swolla ,esnes lacigoloesarhp ,elbatrop

(۱) کوس. رحلت بکوفت دست اجل

ای دو چشم وداع سر بکنید

(«شرح گلستان» ، باب ۱، ص. ۱۸۸ .)

seye owt ym ot lleweraf diB

«[sar] "head" ، «[sar] "head" ، «[sar] "head" ، «[sar] "head" ، «[sar] "head" ؛

«[dast-e ajal] literally "the hand of death", that is, "Death", "The Hand of death";

«[do čašmam vedā'-e sar bekonid] literally "say goodbye to my two eyes with a head", in the same case "give up hope from the soul" ;

(۲) گر نبیند به روز شب پره چشم

راست خواهی، هزار چشم چنان

چشمه ی آفتاب را چه گناه؟

کور بهتر که آفتاب سیاه

(«شرح گلستان» ، باب ۱، ص. ۱۸۵ .)

esnes eht ni) nus eht fo thgil eht ni tluaf eht si tahw neht ,(yvne sah) yad eht ees ton nac tab eht fl
nus eht naht ,dnilb era (suoivne) seye dnasuot a hcus taht retteb si ti .(nam denethgilne na fo
(ssenkrad ,ecnarongi) snekrad

«[čašm] "eye" ؛

«literally "not to see the eye", that is, "to make a hollow belly", "to envy"

«literally "thousand eyes", that is, "jealous" ؛

(۳) یک روز تأمل ایام گذشته می کردم و بر عمر تلف کرده تأسف می خوردم و سنگ سراچه ی دل به الماس آب دیده
می سفتم و بیت ها مناسب حال خود می گفتم...

(«شرح گلستان» ، دیباچه، ص. ۱۰۵ .)

eht decreip I .elituf saw taht efil eht rof yrros tlef dna syad tsap eht tuoba thguoht I thgin enO
...noitidnoc nwo ym fo yhtrow setyb eseht dehsinif I dna ,sraet htiw straeh fo esuoH eht fo enots

«[del] "heart", "soul", «[dide] "eye" ؛

«[sang-e sarāče-ye del be almās-e ābdide softan]literally
"pierce the stone of the dream house with tears", that is, "let the weeping dream come true".

ynam fo smrof tnereffid desu retirw eht taht raelc semoceb ti ,selpmaxe evoba eht morF
dna gninaem eht hcirne ot redro ni ,stinu lacigoloesarhp citamos gnidulcni ,stinu lacigoloesarhp
"بشم" ; "egaugnal" , "traeh" [led] " دل " esac emas eht nI.erutcurts citsilyts sti ,krow eht fo gninaem
"دندان" [nādnad] " "dnah" " سر " ; "daeh" [ras] , " دیده " [edid] "[dast]eye" [mšač] "eye" ; "دست" ;
amoS "htoot"tic eht htiw detaicossa esarhp lacigoloesarhp evitarugif ,lanoitome-evisserpxe na si
.stinu fo noitamrof eht rof dnuorg fo level niatrec a setaerc naM fo sgnileef ,secneirepxe lautirips

siH .yllacifitneics dna yllacitsitra htob derutcurts ylhgh si izorehS id'aS hkiehS fo krow sihT
suoietsym eht fo noitulos eht ebircsed snoinomda dna modsiw ,sesarhp ,seirots ,egaugnal
si "natsiluG" hguohtLA .kniht ot enoyreve setavitom nrut ni siht dna ,efil yadyreve ,dlrow
-gninaem eht redisnoc ot nosrep a rof erusaelp a si ti ,selat cinocal dna trohs ni desserpxe
.ti morf egdelwonk lautirips eviecer ot dna erusaert a sa ti ni detouq sesarhp eht fo gninaem

DESU SECRUOS FO TSIL

:secruoser naisreP

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:secruoser egaugnal kebzU

niddifyaS) aj'uhkdaruM olluM ot naisreP morf noitalsnarT .natsiluG .yizorehS yid' aS.1
.314.B .2005 ,tnekhsaT - .(noitacilbup rof gniraperp ,hallufyaS

.220.B .y 2006 .T ,yiqab niddimjaN .thgiled natsiluG .yizarehS yid'aS hkiehS.2

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THE STAGE OF DEVELOPMENT OF TRANSLATION STUDIES IN IRAN

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ABSTRACT

This article discusses the stages of development of translation studies in Iran and when European culture entered the Iranian territories, most Iranian scholars went to France. Because of this, the French language spread to Iran.

KEYWORDS: Translation, Translation Studies, Achaemenid State, Ancient Persian, Akkadian, Elamite, Sanskrit, Greek, Khusrav I Anushervon, Panchatantra, Islamic Period In Iran, Arabic, Lingua Franca.

INTRODUCTION

Political, economic, scientific, and cultural cooperation between different peoples is growing all over the world, and I can't imagine these relations without translation. Talking about the importance of translation today is like explaining the importance of the sun. That is, just as there is no life on earth without the sun, there can be no interaction between different peoples without translation, and no development without interaction. "Ignorance of other people's lives leads to ignorance, national limitations".

THE MAIN PART

"Language learning and translation are two tools that work together for the same purpose. At the same time, they are inextricably linked. Translation requires knowledge of the language in which the original was written. But knowing a foreign language is only an important condition for translation. The translator must also be fluent in his / her mother tongue and be able to express himself/herself fluently. When it comes to literary translation, the translator must also have the ability to think figuratively. Finally, the subject of the work being translated must also know the author's creative biography."¹.

Since the stage of development of translation studies in Iran is the foremost condition of any translation, the separation of translation theory from linguistics, instead of solving the problem, leads to limiting it to glossy general statements, treating it as a purely linguistic work free of literature. This leads to forgetting that translation is a field of artistic creation, and solves the problem one-sidedly and partially.

We know from history that Iran is the oldest state in the world with its own statehood. The Achaemenid Empire (321-559 BC) was historically formed in a large area connecting Europe and China. The inhabitants of this empire spoke different races, nationalities and, of course, different district languages and dialects. In addition, at that time there were trade relations with

developed countries, as well as military-political invasions. Such factors led to the need for translation and translation studies in the empire. The inscriptions of the Achaemenid period were usually written in three languages: ancient Persian, Akkadian and Elamite [2, 2]. After the conquest of the Achaemenid Empire by Alexander the Great (Macedonian - 356-323 BC), a number of Greco-Macedonian states were formed in its place. After the death of Alexander the Great, one of his closest allies, Seleucus (358–281), conquered the territory of present-day Iran and established his own Seleucid state (321 BC) [3,25]. During the Seleucid period, economic and military affairs were administered by the Greek-Macedonians, while administrative affairs were entrusted to the Iranians. The Seleucids rebuilt new cities and destroyed cities. In many of the cities they built, they lived alone. Therefore, only Greek was used in those cities [3, 26].

After the spread of Islam in Iran, his translation activities began to flourish through the translation of the meanings of the Qur'an and the translation and distribution of textbooks for Dar al-Funun abroad. By this time, a number of intellectuals had been active in translating textbooks on science, history, medicine, and other fields written outside Iran into Persian [2, 4]. At the same time, literary works began to be translated. It should be noted that the Central Asian region also received Persian translations of many written monuments, usually written in other languages of the world. Most of the works were translated into Turkish from Persian.

CONCLUSION

When European culture began to enter the territories of present-day Iran, most Iranian scholars went to France. Due to this, the French language began to spread to Iran [2, 4]. Works of science and literature were written in French began to be translated into Persian. In addition to French, translations were also made from other European languages, in particular German, Russian, Polish, Hungarian, Spanish, and Portuguese. The first poem was also translated from Persian into French. Pesa belongs to the pen of Mueller and is called "adamovi (Le Misanthrope)." After World War II, the French gave way to English in Iran [2, 5], and to this day, translations from English are mostly conducted in Iran.

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**YOSHIRO ISHIHARA'S DETENTION IN SIBERIA WRITTEN IN
"BOKYO TO UMI" (『望郷と海』)**

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ABSTRACT

In this article, we will consider the Siberian detention depicted in the essay "Bokyo to Umi" by Yoshiro Ishihara, who was known as a poet. Yoshiro Ishihara talked about his Siberian experience in poetry immediately after his return to Japan. Ishihara often stated that he did not write prose, but fifteen years after returning, he published several essays on his experience of detaining Siberia. Later, it will be published under the title of "Bokyo to Umi". Why did he have to write his experience as an essay after fifteen years had passed? In "About "Bokyo and the Sea"" , there is the following description about it.

KEYWORDS: *Siberian Detention, Life and Death, Humans, Humanity, Individual, Egoism*

INTRODUCTION

For me, poetry was the only form of expression that could be perceived as "confused". It was because of my poetry that I was able to escape from the aphasia that naturally accompanies the mental imbalance and confusion immediately after returning to Japan. After that, it can be said that the period of about 15 years until I wrote the prose was a repetition of trial and error in order to re-question the internal experience of the external experience and to establish what can be said to be the subject of the re-questioning.

He said that he had "strong anxiety and resistance" to talk about his experience in prose. I have poetry, he wrote, and was saved by poetry. However, as a result, he is forced to talk about his experience in prose. It was because "I needed to re-question how I now perceive myself, who lost words and expressions at the end of devastation and debilitation". In prose, Ishihara re-experiences his own experience by internally re-questioning it, and in "About "Bokyo to Umi"", he describes it as "an experience that truly deserves the name of the experience". In addition, "The absolute premise for starting to write these memorandums is the attitude of accusation" and the withdrawal from "victim awareness", and his position in writing "Bokyo to Umi". Is clarified. "Accusation" is an important point when reading Ishihara, and it is a feature of essays as well as poetry.

In addition, Fumiyo Hatatani states that Ishihara's essay is characterized by touching the perpetrator, and summarizes the content of the essay most accurately.

The series of essays logically analyzes the actions of Japanese detainees, especially Ishihara himself, in the Siberian Concentration Lager, and delves into the inside. What is depicted is the essence of human beings, where life and death are revealed in the extreme situation of a single piece of paper. Its violent and powerful appearance becomes a question that is common to the present and shakes its feet. How would you live if you were in this situation? (Note 3)

“A series of essays” refers to “Bokyo to the Sea” and “The River Where the Sea Flows” published in 1974. The author thinks that the point of “the essence of human beings that is revealed in the situation” that Hatatani mentioned when dealing with “Bokyo to Umi” is an important point of this work. Focusing on that in this chapter, we will explain in detail under what circumstances and how Ishihara’s “re-questioning his experience” was done by analyzing the daily life in the camp. I will consider it.

In this article, we first analyze Yoshiro Ishihara’s perception of “life” and “death” which are fateful problems in extreme situations. After that, we will consider how “survival” was realized and what was lost as a human being.

About “life” and “death”. The “I” in “Bokyo to Umi” contains an essay on the theme of direct Siberian detention. Although each essay describes the harsh situation of detention, if one topic is considered as a whole, there is no doubt that the relationship between “life” and “death” and the surviving side’s “self-responsibility”. And there is a sense of “sin”. In other words, Yoshiro Ishihara’s self-criticism as a survivor is thought to be there. The rationale for this is that Ishihara should not forget the fact that in “About “Bokyo to Umi””, “What has returned is somehow already destroyed as a human being. One hero is also from there. Did not come back”.

A similar word can be found in Viktor Frankl’s “Night and Fog”¹, which had a great influence on Ishihara.

All of us who have returned to life by all the happy coincidences, or-if we want to call it-by the miracle of God, know that and reassure us: It is possible. That is, the best people did not come back. (Underline by author)

Ishihara and Frankl may well express their “remorse” as “the ones who have returned”. With that in mind, the attitudes towards the dead in the works of both authors can be well understood.

Let’s take a look at the attitude of “I” toward the dying people in “Bokyo to Umi”. For example, Eichmann’s phrase “The death of a hundred is a tragedy / The death of a million is a statistic” quoted in the epigraph “In the Unidentified Death” is written in the work of the detainees. It accurately represents the current state of death and how “I” accepts it. As mentioned in Chapter 1, most people disappeared in the year when detention began. It is the result of starvation, typhus, and inexperience. However, among the dead, there is no human death as an individual. There are a number of dead, there are groups, there are only unknown soldiers. That is the most difficult thing for “I” who values the individual. It can be presumed that this is because there is a strong desire to remember the dead as an individual and as a person with a name. It is also undeniable that there is respect for the dead.

The same idea as the idea that there is no “individual” death in Ishihara’s “lager” can be seen in Frankl’s “Night and Fog”. In the section about teaching someone else’s number to remove a person from the list, he continues:

But it is clear that even if someone is saved from being killed, someone else must come in instead. Because in the case of transport, only the number of people, that is, the number of prisoners to fill the transport, matters. Each prisoner literally shows only the number, and the list of transports is, in fact, only the number. (Underline by author)

If you pay attention to the sidelines, you can see that only the “number” of human beings is emphasized, and the human name is changed to just a “number”. In other words, the characteristic of death in the internment camp is that it is not the death of an “individual”, and Ishihara regards it as “terrifying”. As an example, Ishihara first mentions death in genocide (genocide).

ジェノサイドのおそろしさは、一時に大量の人間が殺戮されることにあるのではない。そのなかに、ひとりひとりの死がないということが、私にはおそろしいのだ。人間が被害においてついに自立できず、ただ集団であるにすぎないときは、その死においても自立することなく、集団のままであるだろう。（中略）人は死において、ひとりひとりの名を呼ばれなければならないのだ。（「確認されない死のなかで」）

The horror of genocide is not that a large number of humans are killed at one time. It is terrifying to me that there is no death for each person in it. When humans are finally unable to become independent in damage and are merely a group, they will not become independent in their death and will remain in a group. (Omitted) In death, one must be called the name of each person. (“In unconfirmed death”)

Becoming a “group” first breaks the concept of “individual”. Just as the responsibility of an “individual” as an individual is not taken into account when acting in a “group”, the value of each individual as a human being is overlooked even when he or she dies. For Ishihara, it is “terrifying” that many people do not die at once, but that they cannot die as a single person with a name. It can be seen from here that he was so particular about “individuals”. At the same time, there is dissatisfaction with the statistics of human beings.

As mentioned in Frankl’s quote above, “the number of prisoners who should be transported is a problem”, both Ishihara and the survivors are a matter of number.

粗暴な囚人管理のもとでは、誰が生きのこるかということは、ただ数のうえでの問題であって、一人の個人の関心の枠をすでにこえていたのである。（同前）

Under rough prisoner management, who survived was just a matter of numbers, already beyond the bounds of an individual's interests. (Same as above)

The word “individual” is also used in this quote, but in the lager everything is counted and it doesn’t matter who survives.

However, it cannot be said that Ishihara himself was outside the “group”. Because human beings could not survive alone, they sometimes lived a life in which “symbiosis” was forced, and the person “us” was used as a narrative, and oneself was included in it. Is revealed.

In “In unconfirmed death” two deaths that were in opposition to genocide, but shocked Ishihara, are written. The first is a Japanese man who died softly while eating.

ある朝、私の傍らで食事をしていた男が、ふいに食器を手放して居眠りをはじめた。そのときの囚人の手から食器をひきはなすことはできない。したがって、食事をはじめた

男が、食器を手放して眠り出すということは、私には到底考えられないことであったので、驚いてゆさぶってみると彼はすでに死んでいた。その時の手ごたえのなさ、すでに死に対する人間的な反応をうしなっているはずの私にとって、思いがけない衝撃であった。すでに中身が流れ去って、皮膚だけになった林檎をつかんだような触感、その後ながく私の記憶にのこった。

One morning, a man who was eating beside me suddenly let go of the dishes and began to fall asleep. The tableware cannot be removed from the hands of the prisoner at that time. Therefore, it was unthinkable for me that the man who started eating would let go of the dishes and fall asleep, so I was surprised to find that he was already dead. The unresponsiveness at that time was an unexpected shock to me, who should have already had a human reaction to death. The tactile sensation of grabbing an apple, which had already flowed away and had only skin, remained in my memory for a long time.

What shocked Ishihara, who “should have already had a human reaction to death”, was the “feeling of grasping an apple that had only skin”. Losing a human response to “death” may be seen in two cases: the deadest or the distance from death. When a large number of people die in the life of the camp and they are desperate to live, it is thought that the reaction to death is not truly “human”. However, it may have been revived by feeling the human being malnourished and “eaten up” by “self-protein” with the touch of his hand. Such deaths were not uncommon, but it would have been great for Ishihara to experience them with the sensation of his hands. Not only that. The thought about the scene is written as follows.

彼にも一個の姓名があり、その姓名において営まれた過去があったということなど到底信じがたいような、不可解な物質であったが、それにもかかわらず、それは、他者とはついにまぎれがたい一個の死体として確認されなければならず、埋葬にさいしては明確にその姓名を呼ばれなければならなかったものである。

It was a mysterious substance that it was hard to believe that he also had a surname and had a past that was practiced in that surname, but it was finally confused with others. It had to be identified as a single corpse, and had to be explicitly called for its surname at the time of burial.

“In unconfirmed death” mainly talks about “life” and “death”. Among them, “name” is also a proof of human being as an individual, and Ishihara is trying to convey that his “history” that has lived up to that time is there. Frankl’s testimony that humans were “numbered” is solved by Ishihara in the form of “human beings” as one “individual”.

The second is the death of a Romanian who died under a felled tree at a logging site. Here, the scene where Ishihara saw the corpse is depicted.

私の目がその下半身をたどって、雪明りのなかで上半身にとどいたとき、思わず私は息をのんだ。上半身が仰向いていたからである。死体の胴がねじ切れていたことに気づくには、それほど時間を必要としなかった。私はまっしぐらにバラックへ逃げかえった。その時の私のいつわりのない気持ちは、一刻でもはやく死体から遠ざかりたいということであった。「あれがほんとうの死体だ」という悲鳴のようなものが、バラックの戸口まで、私の背なかにびったりついて来た。

When my eyes followed the lower half of the body and reached the upper half of the body in the snow, I took a breath. This is because the upper body was facing up. It did not take long to notice that the corpse's torso was twisted. I fled straight to the barracks. At that time, my unrelenting feeling was that I wanted to move away from the corpse in an instant. Something like a scream, "That's a real corpse", came snugly in my back, up to the barracks doorway.

Ishihara's first thought in this regard was that "humans should never die like that". Yoshiro Ishihara must have seen various ways of dying. However, death like the Romanian would be the most tragic for humans. Not only Ishihara, but also everyone is miserable, and no one must want such a death. Moreover, it is believed that the death was not perceived as the death of a single human being. For that reason, Ishihara thinks, "human beings should never die like that". We can read the consciousness that these two deaths should be recorded and must be left as a human being who will never be forgotten.

On the other hand, the following thoughts can be seen regarding humans who died in the internment camp.

いわば人間でなくなることへのためらいから、さいごまで自由になることのできなかった人たちから淘汰がはじまったのである。（「強制された日常から」）

So to speak, hesitation to become non-human, so the selection began from those who could not be free until the end. ("From forced daily life")

This statement can be read as if it implies the inhumane behavior of the surviving human beings. In other words, adapting to the situation was the key to survival. Therefore, when we talk about "life" in the camp, we must focus on "adapting". Ishihara states in "About "Bokyo to Umi" that "adaptation is to "survive" and, more than that, to surely fall as a human being". In other words, "surviving" in the camp, means "certainly falling as a human being". Furthermore, the following description can be found in the same essay.

私にとって重要なことは、私が適応したという事実、私が生きて帰って来たという事実の納得と承認である。生きて帰って来たという事実そのものが、のがれがたく墮落である地点まで一度は自分を追いつめなければならぬのではないか。私に出発という行為があるとすれば、かろうじてそののちである。（「『望郷と海』について」）

What is important to me is the conviction and approval of the fact that I have adapted and that I have returned alive. Perhaps the fact that he came back alive must once pursue himself to the point where it is hard to escape and fall. If I had the act of departure, it was barely after that. ("About "Bokyo to Umi"")

This quote and Ishihara's words at the beginning of this section, "One hero did not come back from there," are connected, and the conclusion that the "life" of one's survival is by no means a pleasure.

So why can't we say that "surviving" is happy? Why did the detainees who returned alive felt "remorse" and "guilt" toward the dead when they reconsidered the time? The reason is that detainees have to sacrifice what is important to humans in order to survive in harsh conditions.

The price to survive. In order for detainees to survive in the situation of internment camps, which is not suitable for humans to live in, there was a great price to pay for losing something. The first price was trust in humans, which turned into distrust. One of the causes of distrust was

that the detainees were forced to “coexist”. It is the meal scene that depicts distrust in “Bokyo to Umi”. Since there is a shortage of tableware, two people can be put in one tableware, and two people will form a “food can group”. It is written as follows about how the “food can group” is formed.

食罐組をつくるばあい、多少とも親しい者と組むのが人情であるが、結局、親しい者と組んでも嫌なものと組んでも、おなじことだということが、やがてわかった。というのは、食糧の絶対的な不足のもとでは、食罐組の存在は、おそかれはやかれ相互間の不信を拡大させる結果にしかならなかったからである。（「ある〈共生〉の経験から」）
（傍線・引用者）

When creating a canned food group, it is human nature to team up with someone who is a little closer, but in the end, it turned out that it was the same whether it was teamed up with someone close to you or something you didn't like. For, under the absolute shortage of food, the existence of the eclipse group would probably only result in widening distrust between each other. (“From the experience of a certain <symbiosis>”) (Underline by author)

It is pointed out here that it has nothing to do with feeling distrust, whether the person is close or disgusting. The reason is the lack of food. The problem is how to distribute the small amount of food evenly, and the scene where the distribution method is changed many times is also depicted in the work. In addition, the attitude of suspicion toward the other party at the time of distribution can be seen from the following sentence.

分配が行われているあいだ、相手は一言も発せず分配者の手許をにらみつけているのはた目には、この二人が互いに憎みあっているとしか思えないほどである。（同前）

While the distribution is taking place, the other person is glaring at the distributor's hand without saying a word, so it seems that the two are hating each other. (Same as above)

Here, the distrust of the other party is clearly seen. If diet is the energy that gives humans as living things the energy to live, it would be life itself for malnourished detainees. Therefore, it is natural to be serious about one's diet, and so is the person who distributes it. Therefore, it can be said that two or three meals in a day are obtained by using the nerves of the detainee.

In addition, there is the issue of food distribution by quota, which is mentioned in “From the Forced Everyday Life”. From the fixed amount per person, those who seem to have fulfilled the quota and those who do not are divided. By increasing the food of one detainee, the food of another detainee is reduced. These rules of the camp also create an opportunity for increased distrust among detainees.

The problem with this distribution method is to see the other person as a person who directly endangers his or her life. However, because of this distrust, “symbiosis” cannot be stopped. The “symbiosis” between “food cans” will naturally continue during work and sleep. Because it is a means to survive.

いま私に、骨ばった背を押しつけているこの男は、たぶん明日、私の生命のなにがしかをくいちぎろうとするだろう。だが、すくなくともいまは、暗黙の了解のなかで、お互いの生命をあたためあわなければならない。それが約束なのだから。そして同じ瞬間に、相手も、まさにおなじことを考えているにちがいないのである。（同前）

This guy, who is now pushing me with a stubborn back, will probably try to break something in my life tomorrow. But at least now, with the unspoken understanding, we must warm each other's lives. Because that is a promise. And at the same moment, the other person must be thinking about exactly the same thing. (Same as above)

The lives of others are needed because one cannot survive alone. It is a daily life that continues to “coexist” while having a feeling of distrust toward the person who endangers one’s life. The distrust described in “From the experience of a certain “symbiosis” appears mainly in the meal scene, but even in the case of a secret notice, the other person is treated as a person who may harm himself. You can think of it as always maintaining distrust because you were watching it.

The notification would be a big problem for humans living in the camp. The essence of “human beings” appears there. In “Justice of the Weak”, it is written about the experience of being informed by “one needle”. Ishihara divides the notification into two types. The first is a sneak peek “mainly done in prisoner-of-war camps”, which is related to the “hanging up” and “the democratic movement and the so-called” hidden war criminals “of the Soviet authorities who used it skillfully”. It is supposed to be done. In other words, it is a secret notice disguised as a “democratic movement”, and it is stated that “it cannot be called “a secret notice””. The second is Ishihara’s experience of a sneak peek, stating that “it is a completely lonely act, and its motives are often mysterious”. The notification is given by the victim, who is also the perpetrator at the same time. The notified side will also have a victim consciousness. Isn't it natural that misanthropy grows stronger in a state where you don't know who will be informed, and even if you know it, you can't say anything?

It can be said that the distrust came from the fear that one's life would be taken by the other party. Moreover, such distrust will eventually deprive humans of the second price.

Ishihara cites detainees as the target of this hatred, and points out that he is a close person among them.

強制収容所内での人間的憎悪のほとんどは、抑留者をこのような非人間的な状態へ拘禁しつづける収容所管理者へ直接向けられることなく（それはある期間、完全に潜伏し、潜在化する）、おなじ抑留者、それも身近にいる者に対しあらわに向けられるのが特徴である。それは、いわば一種の近親憎悪であり、無限に進行してとどまることを知らない自己嫌悪の裏がえしであり、さらに当然向けられるべき相手への、潜在化した憎悪の代償行為だといってよいであろう。（「ある〈共生〉の経験から」）（傍線・引用者）

Most of the human hatred within the internment camp is not directed directly at the camp manager who continues to detain the detainees in such an inhumane state (it is completely hidden and latent for a period of time). The same detainees, which are also characterized by being exposed to those who are close to them. It's a kind of narcissism of relatives, the proof of self-hatred that never goes on and on, and the price of latent hatred for those who should be directed. Would be good. (“From the experience of a certain “symbiosis””) (Underline by author)

Why was the hatred not directed at the camp manager? The possible reason is that the camp managers created a harsh environment to deprive all of their “humanity”, but it was the detainees themselves who abandoned their “humanity”. That is. It is undeniable that it is also the camp’s manager who threatens his own life, but he must have felt a direct threat from other detainees

around him before that. Therefore, I feel hatred for the people around me, but from the time I began to understand that it was myself who abandoned “humanity”, as Ishihara mentioned, the object of that hatred includes myself. Will be. It may be because he is in the same position as others and he keeps in mind that he is also a life-threatening being. He hates others, but he also hates himself.

The distrust, hostility, and vigilance of the other party may have expanded into hatred. Furthermore, I think that many anguish that is not mentioned in this work is hidden in the sentence “Everyone was deeply hurt mentally and clearly remembered each other’s actions in the most difficult state”. Be done. But there was certainly a thought behind everything about how to survive.

When trust, the first price to survive in the camp, and the hatred of the other party as a result of the second price are gone, the third price is the loss of interest in everything. Isn’t the worst situation when humans fall into a state of indifference?

Ishihara cites Yasenskii’s “Collusion of Indifferent People” in “From the Notes from 1965 to 1985”.

敵を恐れるな——やつらは君を殺すのが関の山だ。

友を恐れるな——やつらは君を裏切るのが関の山だ。

無関心なひとびとを恐れよ——やつらは殺しも裏切りもしない。だが、やつらの沈黙という承認があればこそ、この世には虐殺と裏切りが横行するのだ。

Do not be afraid of your enemies-they kill you in Sekiyama.

Do not be afraid of your friends-it’s Sekiyama that they betray you.

Fear indifferent people-they neither kill nor betray. But with the approval of their silence, slaughter and betrayal are rampant in the world.

By quoting such words in his notebook, it is clear that Ishihara had long been aware of his indifference. The indifference featured in “Bokyo to Umi” is similar to this. In short, it is indifference to the lives of others. However, if you take a closer look, one is the indifference to others who are “lonely” and have nothing to do with you, and it is your “egoism” that supports it. This <egoism> is originally possessed by everyone, but it appears strongly only in extreme conditions. The other is indifference to the surrounding events as a lesson learned from what I have experienced so far, and it can be said that there is something like “give up” in the background.

First, let’s confirm from the indifference to others. Indifference is often seen to flow from the “experienced” to the “inexperienced” in the camp. For example, “inexperienced people” learn how to deal with poisonous insects, Mashika, through their own experiences. For anything else, the “experienced” is on the sidelines in silence. On the other hand, the “inexperienced person” had to “every time he encountered an unexpected situation, he had to judge, understand, and deal with it by himself”.

“Experienced people” do not teach others what they have experienced. There is a kind of “egoism” here. However, “inexperienced people” also become “experienced people” and acquire the “egoism”. This “egoism” appears to survive, and because I have experienced pain, I do not

give others the opportunity to survive without any pain. Isn't that the essence of "human beings"?

Ishihara states that such indifference "may have been a kind of instinct to defend oneself from useless interest". That's true. The silence around Ishihara's "careless" experience in "Ogida" stems from his indifference to life, his fear of life, and his will to "defend himself". It is supported by.

Next, what about indifference to surrounding events as a lesson learned from what we have experienced so far? This indifference is done recognizing that it is powerless to the events around it. It doesn't matter to the detainees whether someone is shot dead or a new guard arrives. Because it can't be helped, it seems that there is some kind of "give up". Therefore, it is inevitable to keep "silence" to the surrounding events at all times.

The indifference that came from <egoism> and the indifference that came from getting used to the situation were the feelings that the detainees at that time naturally reached and were the weapons for survival. However, falling indifferent in any situation involves questioning the value of human beings. Being indifferent means being a bystander, shutting yourself in a world of just one person and excluding others.

However, even though he is a "lonely person" who is confined to a single world, he is always in a "group". In such a state, the fourth price is the existence as an "individual". It is largely due to the fact that it has already been treated as a "group" of detainees from the time of detention and has been "averaged" in everything. In "Silence and Aphasia", "Even a toilet is a place that is completely open to the public. In an environment where fate cannot escape, there is no room for privacy anymore. We are, in short", clear "to each other. Yes, no matter when I changed the position, there was no chance of confusion". As shown, the cause is largely due to the influence of the environment.

The detainees also blend in with the "group", and everything from doing to thinking becomes the same. It was also a means for this "group" to survive. Being the same as the people around you will not attract the attention of others and will prevent you from being particularly involved in the incident. However, the need for words diminishes as the prisoners become "clear" beings.

Gradually, words become the fifth price. Ishihara describes it as "aphasia". There is no point in expressing the situation in words, just the words themselves have no meaning.

あるときかたわらの日本人が、思わず「あさましい」と口走るのを聞いたとき、あやうく私は、「あたりまえのことをいうなよ」とどなるところであった。あさましい状態を「あさましい」という言葉がもはや追いきれなくなるとき、言葉は私たちを「見放した」。（「沈黙と失語」）

At one point, when I heard a Japanese person involuntarily say "I'm sorry", I was about to say, "Don't say the obvious". When the word "dumb" can no longer keep up with the terrible state, the word "forsook" us. ("Silence and aphasia")

We cannot express the state in which we are placed in words. The gap between reality and the meaning of words can be seen here. Therefore, the prisoner fell into a state of "aphasia" and further confessed that Ishihara himself had been in that state for a long time. Due to the "aphasia" situation, prisoners had to face the situation where they could not speak when needed.

As mentioned above, “surviving” in inhuman and harsh situations was achieved by continuing to be mentally debilitated. The detainees repeatedly overcome the ruin that pays for each element of “humanity”. The price will never be forgotten and will leave a mark on each person's heart. At least that's what Ishihara recognized in his essays and notes. The pain of what I had experienced in Siberia did not go away after my return.

The clear proof is “Bokyo to Umi” written 15 years after detention.

“Bokyo to Umi” is not a novel, but an essay, it is thought that what was written in it was not a fictional one, but rather a problem that bothered and made the author think. When considering why this essay was written, the first thing that came to my mind was that I wanted to revisit my detention experience and put it into words so that others could understand it. As can be read from the “Letter to Relatives”, Siberian detention was not well understood by others and was even suspected.

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HISTORY AND MUSIC

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ABSTRACT

The creative heritage of many great philosophers, poets and enlighteners of the Orient preserves an inexhaustible treasure of wisdom. This heritage is truly an invaluable asset to the world community. This article discusses the contribution of Oriental scholars to the science of music and their scientific views on music.

KEYWORDS: Arts, Ancient Instruments, Science, Musicologists, History Of Oriental Music, Folk Art, National Music Culture.

INTRODUCTION

The art of music and singing has long played an important role in the life of the peoples of Central Asia. The wall paintings on the ruins of ancient Marakand and Afrosiyab contain images of musical instruments such as drums, kobiz, sibizgi, chanqovuz, chang, rubob, tanbur, and ud. A bone flute was found three thousand three hundred years ago in the village of Muminabad near Urgut.

The creative heritage of Abu Abdullakh Rudaki, Firdausi, Nizami Ganjavi, Khafiz Sherozi, Saadi, Jami, Alisher Navoi and many other great philosophers, poets and enlighteners preserves a huge, inexhaustible treasure trove of wisdom and humanistic understanding of existence. This heritage is truly an invaluable asset to the world community.

The main part. The establishment of peace in the country during the reign of Amir Temur undoubtedly had a great impact on the economic and cultural development of the country. During this period, science, literature, art, crafts and architecture flourished. Although Amir Temur was constantly on the road, he paid great attention to the prosperity of the country and its capital Samarkand, for which a lot of science from all over Movarounnahr, the Middle East and brought together artists, talented craftsmen, architects and painters. Not only scientists and architects, but also talented musicians, hafiz, composers and dancers gathered in the palace during this period. According to Timur's Statutes, "The tenth category is the masters of the arts, who are brought to the state house and placed in the middle".

According to the XVII century historian Darvesh Ali, he was brought to Samarkand by Khoja Abdulkadir Amir Temur, a musicologist and theorist who lived and worked in Samarkand. He leads the palace theater and music ensemble in the state capital.

The works of the musicologist, such as "Zubdat ul-atwar", "Maqsud ul-ilhan", "Miatiyn", which have come down to us, are known.

Ancient sources mention the names of Sayfiddin and Qutbi Naiy, two of the greatest composers of this period.

Historians of that time, such as Sharafiddin Ali Yazdi, Ibn Arabshakh, and the Spanish ambassador Clavijo, wrote about the revival of music, dance, and spectacle in Samarkand in the second half of the XIV and early XV centuries, as well as folk festivals and performances in Samarkand during the Timurid period.

In 1404, on the occasion of Timur's return from a trip to India, Sharafiddin Ali Yazdi enthusiastically recounted the festival, which was held in Konigil Square on the Siyab River and was attended by thousands of people.

In his diaries of his visit to Samarkand in 1404-1406, the Spanish ambassador Rui Gonzalez de Clavijo gave interesting information about the theatrical art of this place, the palace of Amir Temur and the festivities in the squares.

The culture and science of Movarounnahr flourished, especially during the reign of Ulugbek. In the 20s of the XV century Ulugbek Movarounnahr is known in the Middle East as a great scientist and cultural figure. Along with science, literature, travel, music and art flourished in Samarkand.

In Ulugbek's time, beautiful palaces such as "Chil Ustun" and "Chinni Khona" were built in the "Garden Square" (Bog'i maydon) after scientific discussions, poetry readings were held, and musicians, khafiz, and dancers performed.

The end of the XIX century marked a turning point in Uzbek musical culture. This, of course, is due to the Russian occupation of Turkestan. It will be useful for you to be aware of both types of two word expressions. Because in some cases, when we look at the negative impact of national music on our culture, on the other hand, we have to admit that it was a period of development. Because the introduction of music has had a significant impact on the scientific study of our national music, the development of folklore and ethnography in our country.

The negative consequences of this past are the over-politicization of our lives, the disregard for our national values, its suppression, its indifference to popular tendencies, and its artificial barriers to the development of ancient international cultural ties.

Let us recall that Uzbek symphonic music, a new direction of our musical culture, took the lead in the 70s and 80s. Uzbek poems, suites, overtures, fantasies, instrumental concerts and symphonies, which have been successfully performed at prestigious cultural events, concerts, competitions and festivals in our country, neighboring and foreign countries. has repeatedly attracted the attention of the international music community.

The development of the art of music on our planet dates back to three thousand years. During these difficult times, our musical culture has passed and served as a basis for the spiritual wealth of our people for goodness and development. That is why we have a very rich, colorful, wide-ranging, stylistic diversity, a truly invaluable musical heritage.

It is difficult to find a place in the world where our national music can be compared to the world in terms of the variety of categories of our national instruments, the uniqueness of the unique solo and choral performance traditions. Our compatriot Abu Nasr Farobi, who is recognized all over the world as the founder of Oriental music, Abu Ali Ibn Sino, Abdulkadir Maragoi, Abdurakhman Jami, Alishev Navoi, Zaynulobiddin Khusseini, Kavkabi Bukhari, Darvish Ali

Changi and others are of unique worldview. and are also widely known as the author of classical musical works, developing aesthetic views.

Thanks to such a populist and masterly layer of music, which has come down to us, in a very short period of time in Uzbekistan, a new, multi-voiced national composition has been formed, gained its image and developed rapidly. At the same time, our folk music, especially the traditions of maqom, not only predicted the vitality, but also served as a fertile ground.

As you know, the art of the glorious maqom is one of the most valuable and honorable treasures of our national spiritual property. Its original specimens have been enjoyed for generations. Even when it was officially banned for large-scale propaganda, the status quo and its practical significance remained. The high consciousness, taste, spiritual needs and requirements of our people have been nourished by the creative work of the composer, masterful singing and musical performance. That is why such masters of art have always been appreciated and respected in our country.

It is known from history that our musical culture, traditional songs, maqom performances, which are the main link of our spirituality, have always been recognized in the daily life of our people as a source of spiritual nourishment. People sought refuge in music in their difficult days, and songs and music accompanied them in their happy days.

CONCLUSION

In today's day of independence, at a time when we are realizing our identity, it is natural to rely on our national musical culture, which is part of our great spirituality, inherited from our ancestors, and to refer to our traditional songs. All this plays an important role in the upbringing of a harmoniously developed generation, the formation of the spiritual worldview of young people.

Our traditional music and songs have always encouraged people to have faith, kindness and humanity. Even today, without losing its relevance, it remains a key factor in the formation of the consciousness of the working people, in independence, as a tool in the education of a harmoniously developed generation.

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ANALYSIS OF THE ROOT AND ROOT CIRCUMFERENCE NEMATODE OF SILYBUM MARIANUM (L) GAERTN

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ABSTRACT

Nowadays, consistent reforms are being carried out in the field of protection of medicinal plants, rational use of natural resources, the establishment of plantations for the cultivation of medicinal plants and their processing. The cultivation of medicinal plants in agriculture and supply of raw materials for the pharmaceutical industry are important issues. Medicinal plants are valuable, but there are pests that damage them and cause various diseases, and the yield of medicinal plants, at their expense, is declining from year to year. Silibummarianum L. contains many medicinal properties that are beneficial to the human body.

KEYWORDS: Soil, Medicinal Plants, Nematode, Agriculture, Asteraceae, Phytohelminthology

INTRODUCTION

Systematic status: Silibummarianum L. is a division of closed-seeded plants, a class of dicotyledons, an annual plant belonging to the family of complex inflorescences (Asteraceae). Herbs fundamentally, plants or part of plants used for the treatment of many physiological disorders due to the presence of many phytochemicals and medicinal properties. Among these, milk thistle is an important herb playing a role as an antioxidant. [2] This herb botanically known as *silybummarianum*, belongs to family, Asteraceae. Silibummarianum L. veins present on the leaves when broken their leaves these veins produce milky fluid due to this reason this herb named as milk thistle. The plant is an adaptive crop with low requirements. It's mainly cultivated as a medicinal plant. As a result of research, the following species belonging to the genus Xiphinema from ectoparasitic nematodes was found: Xiphinema index,. The detected ectoparasite is a virus carrier in phytonemato. The hosts of this phytoparasite are sugar cane, grapes, cotton, laurel, figs, cultivated and wild-growing fruit trees.

Material and methods

In phytohelminthology, two methods are used to take samples from soil and plants. One is the route, the other is the stationary method. The Berman method, widely used in phytohelminthology, was used to isolate phytonematoids from soil and roots. The route method was used in the studies. Samples were taken from the soil of the root and periphery of three

different varieties of rastoropsha plant at approximately the same distance as the plan, on foot, on the road - the method of crossing (route). Samples were collected from the experimental plots of Mamun Academy of Khiva district of Khorezm region in June and July 2021 from the areas planted with medicinal crops. When sampling, attention was paid to the condition of the medicinal plants. The nematodes, isolated from plant tissue and soil, were released into the water through a metal net and collected in front of the clamp. [1] Specimens for nematode isolation were stored at room temperature for approximately 24–48 hours, if stored longer than this, the fine tissue of saprazoid nematodes may be dissected. Sedimented nematodes were converted to 4–5% formalin to preserve the original. One-tenth of the glass test tube was filled with 40% formalin and the nematode water collected in front of the clamp was transferred to the test tube. Labels with information about the samples taken were placed in the test tubes and covered with a foam cap. In total, 20 plant roots and 60 soil samples were taken. More than a hundred regular drugs have been prepared. [3]

The study of the faunal composition of phytonutrients of agricultural crops in Uzbekistan was carried out on a large scale by the well-known phythelminthologist AT Tulaganov and his students. Preliminary information about phytonematoids is given in the works of A.T. Tulaganov, the scientist who founded the School of Phytohelminthology in Uzbekistan. The results of the research are described in scientific works. Phytonematoids differ from other multicellular organisms by the diversity and abundance of their species in soil organisms. In cultural landscapes, the biomass of nematodes is 50 kg per hectare. Depending on the type of nutrition, nematodes can be divided into true saprobiotic species, semi-true and true parasitic species. True saprobionts can be found where organic matter decomposes. Saprobiotic nematodes are involved in the processes of metabolism, soil formation with other organisms in the soil. The flora is valuable and some plants are also used in crop rotation. For example, when alfalfa is planted, the mechanical composition and physical properties of the soil are improved, and the soil is enriched with nutrients. The study of alfalfa nematodes in Uzbekistan was initiated by phythelminthologist A.T. Tulaganov. [4]

Based on the above, various phytonematodes of agricultural crops, vineyards and fruit trees in Uzbekistan were studied many years ago, mainly in different districts of Surkhandarya region, Karakalpakstan, Tashkent city, Tashkent region, and in other regions, such as Khorezm region. The need to study the composition of phytonematofauna of plant roots and root zone soils was identified.

Khorezm region is located in the north-west of Uzbekistan, in the lower reaches of the Amu Darya, 600–610 east, 400–410 north latitude. The territory of Khorezm region is located in the northern part of the Turan lowland, the ancient Amudarya delta occupies part of the left bank and a small part of the Kyzylkum on the right bank.

RESULTS AND CONCLUSION

In our samples, 14 species (144 copies) were identified: *Mylonchulussolus* (rastoropsha plant from the soil around the root of the panacea-6 species), *E. pratensis* (rastoropsha plant debut variety from the soil around the roots), *E. labiatus* rastoropsha plant *E. monohystera* (from the soil of the root and periphery of the panacea plant), *E. parvus* (from the soil of the root and rhizome of the Samaritan plant, 6), *Enchodellus macrossa* from the soil around the root of the variety-3) (figure 1).

Figure 1.

Distribution of root and peripheral soil phytonematodes of medicinal plant varieties by ecological groups

№	Ecological groups	Types of nematodes	individs	As a percentage of the total number of species
1	Pararizobionts	14	144	30
2	Devisaprobionts	15	206	31
3	Eusaprobionts	6	109	12
4	Phytohelinths	13	321	27
Total		48	780	100

13 species (321 copies) were found from phytoparasites. This group includes parasites that cause real damage to plants, causing nematodes, obligate and facultative parasites of plants. They are studied in two small groups.[5] Nonspecific phytoparasites that do not cause specific diseases, of which 9 species (88 copies) were found. Specific pathogenic phytoparasites that cause specific diseases. Of these, 4 species (233 copies) were found: *Ditylenchus dipsaci* (rastoropsha plant panatseya root, root circumference soil - 30, rastoropsha plant debut type root circumference soil - 12, rastoropsha plant samaryanka variety root circumference plant soplooty (9a) variety of root, soil around the root was found in 10 types. When describing phytonematodes, de Mann's formula, 1884, modified by Mikoletsky, was used and they were assigned to ecological groups (measurements were made mainly by A.T. Tulaganov and A.Z. Usmanova. Nematodes found in the soil and at the root of the plant affect plant growth and development. Nematodes living in soils rich in organic humus help to improve soil condition. They also play an important role in nitrogen balance.

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METHODS OF DETERMINATION OF TYPES OF HIGHER NERVE ACTIVITY IN PRIMARY SCHOOL STUDENTS

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ABSTRACT

This article is about the type of higher nervous activity (temperament) and describes the characteristics of temperament in children, methods of identification and education. At the same time, the character of each type of temperament, and this character changes to some extent as a child grows up as a result of the educational influence of the external environment, parents, teachers, educators and others around him. The data are given in.

KEYWORDS: Sanguine, Melancholy, Choleric, Phlegmatic, Character, Temperament, Education, Upbringing, Nervous System, Stress, Reflex, Hygiene, Trigger, Mood, Behavior, Selfishness.

INTRODUCTION

The education system of the Republic pays special attention to the training of highly qualified, creative and enterprising personnel who will be able to solve professional and life problems independently in the future. Educators in the field of education have a great responsibility in this regard.

The educator is the organizer of the learning process in the classroom. A person who understands the psyche of each student in the class, who knows the temperament of the child, who can identify his character, who can change a negative character for a positive one.

A child is born with a single temperament. People around him, parents, family environment, educators, teachers can change the character of the child in the temperament. It is the people around you who can change a child's negative traits for the better. This means that parents, educators and teachers play a key role in the development of a positive character in a child.

Literature review.

From time immemorial, people have observed individual characteristics in each other's behavior. The following four types of clients, known in ancient Greece, are still used today: choleric, sanguine, melancholic, and phlegmatic. By comparing the behavioral characteristics of these four types of temperaments, it is easy to distinguish how people with different temperaments respond in the same situation. [5]

Temperament is a very stable trait that is given to a person at birth and changes throughout his life and activities. It gives the child a sense of identity and stability. Russian physiologist olim

I.P. Pavlov divided higher nervous activity into four types. These distinct types of higher nervous activity correspond to the four temperaments identified by Hippocrates.

Hippocrates distinguished four types of temperament - sanguine, phlegmatic, choleric and melancholic. [5] However, in their pure form, they are rare. Throughout life, under the influence of others, in the process of education, lifestyle, temperament. In children, temperament traits become more pronounced, and it is easier to see them if you observe the child's behavior for a while. No "bad" temperament. Rudeness, aggression, selfishness, low culture are the result of bad upbringing.

From a physiological point of view, temperament is determined by the type of high nervous activity a person has, which affects a person's relationship with the world around them. Roughly speaking, we were born with it, but temperament can change throughout life.

A person's behavior, mental perception, thinking, consciousness, interaction with others, and all such mental qualities are determined by his higher nervous activity. Higher nerve activity depends on the normal function of the nerve centers in the cerebral hemispheres and their cortex, or on the strength of their excitation and inhibition processes, the speed of propagation, and their relationship to each other. [6].

Research Methodology.

Types of high nervous activity are formed on the basis of temperament. The characteristics of the nervous system determine the temperament of the child. Each of us has heard expressions like choleric, melancholic, sanguine, phlegmatic. Do you know what these phrases are? how do these phrases relate to us?

Such expressions as choleric, sanguine, phlegmatic, melancholic are called temperament.

What is temperament?

The word temperament is Greek for *temeratum*, which means "mixture" (Hippocrates, 460-356). Temperament is a natural tendency of a person to a certain style of behavior. a set of individual mental and physiological characteristics of an individual. It reflects a person's sensitivity to external influences, the emotionality, impulsiveness or calmness of his or her behavior, politeness or human agility, ease or difficulty in social adjustment and communication.

Where does temperament come from?

From a physiological point of view, temperament is determined by the type of high nervous activity a person has, which affects a person's relationship with the world around them. Roughly speaking, we were born with it, but temperament can change throughout life.

Depending on the type of high nervous activity, there are four main types of temperament: choleric, sanguine, phlegmatic and melancholic (Scheme 1).

For the first time, Hippocrates considered the basics of character, and he distinguished the types of temperament (phlegmatic, sanguine, choleric, melancholic), that is, he identified four temperaments in humans - choleric, sanguine, phlegmatic and melancholic. This theory was later developed by Ivan Petrovich Pavlov, a Russian physiologist who studied high nervous activity in humans. As a result of his many years of scientific observations, he divided human neural activity into four types according to the speed, intensity, and interrelationship of the excitatory and inhibitory processes in the nerve cells of the brain.

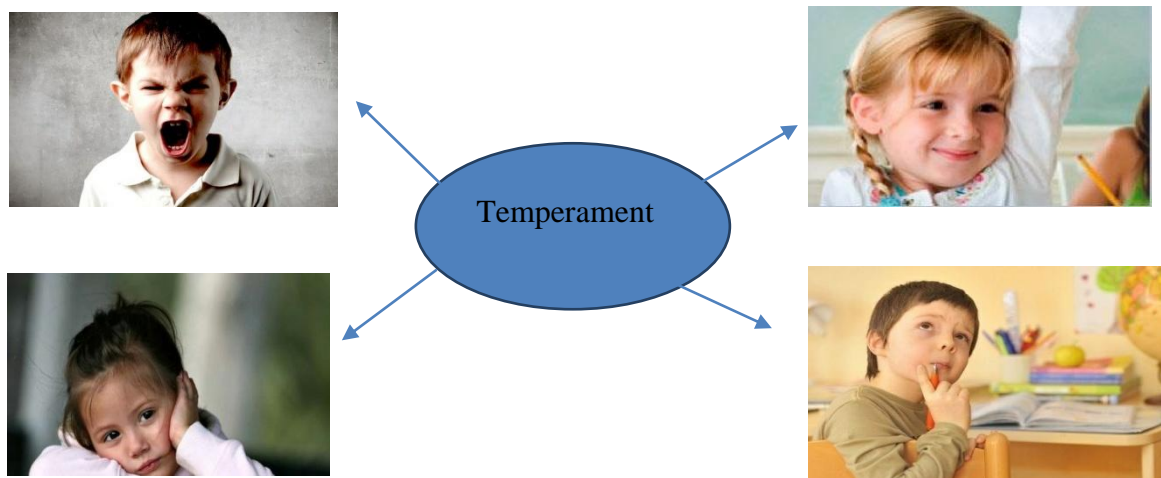
According to him, the four types of higher nervous activity in humans correspond to the four temperaments identified by Hippocrates: choleric, sanguine, phlegmatic, and melancholic. The active type is choleric, the active type is sanguine, the less active type is phlegmatic, and the weak, weak type corresponds to a melancholic temperament.

Thanks to the work of these researchers, now everyone knows who has which temperament: choleric, sanguine, melancholic or phlegmatic.

The above types of high nervous activity (temperament) are congenital.

Temperamentning belgilari asosan bolalik davrlarida yaqqolroq ko‘rinadi, bola ulg‘aygan sari tashqi muhit, ota-ona, o‘qituvchilar, tarbiyachilar va atrofdagi kishilarning tarbiyaviy ta’sirinatijasida tipga xos bo‘lgan belgilar ma’lum darajada o‘zgaradi, ayniqsa birinchi va to‘rtinchi tipning vakillarida o‘zgarish ancha sezilarli bo‘ladi, chunki ularning xulq-atvoridagi salbiy taraflari ko‘proq bo‘lganligi uchun atrofdagi insonlarning tarbiyaviy e’tibori ularga nisbatan ko‘proq, bo‘ladi.

Figure 1.



Types of higher nervous activity are congenital, and the character within the family environment, the educational process, changes within the type. Everyone has a certain temperament, but not 100 percent.

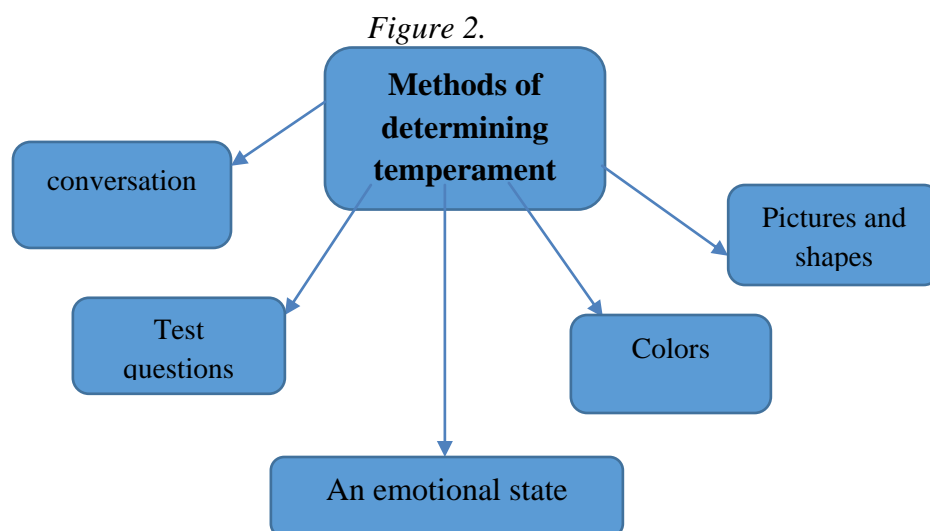


Figure 2. Methods of determining temperament.

Analysis and results.

The pilot school was Secondary School No. 10 in Fergana, Fergana Province, and Secondary School No. 40 in Fergana District.

Figure 3.

Results of a survey of 10-40 general secondary schools in Fergana region

School of number	class	Number of pupils		Choleric		Sanguine		Phlegmatic		Melancholy	
		overall	girls	overall	girls	overall	girls	overall	girls	overall	girls
10	1-4	276	155	89	50	72	35	61	41	54	29
40	1-4	117	50	48	21	27	12	22	10	20	7
total		393	205	137	71	99	47	83	51	74	36

CONCLUSIONS AND RECOMMENDATIONS

A total of 393 primary school students participated in the study to determine the type of higher nervous activity in students.

Of these students, 137 had choleric, 99 had sanguine, 83 had phlegmatic, and 74 had melancholy temperaments.

A person's behavior, mental perception, thinking, consciousness, interaction with others, and all such mental qualities are determined by his higher nervous activity. Higher nerve activity depends on the normal function of the nerve cells (nerve centers) in the cerebral hemispheres and their cortex, or on the strength of their excitation and inhibition processes, the speed of propagation, and their relationship to each other. Types of high nervous activity are formed on the basis of temperament. The characteristics of the nervous system determine the temperament of the child.

The use of cartoon characters, pictures, geometric shapes, and color tests helps to determine the type of high nervous activity, ie temperament, of kindergarten children and primary school students.

Hence, determining a child's temperament is important in the educational process. Knowing your child's temperament will help you create an agenda that fits your child's personality. Proper structure of the child's schedule helps him to be orderly, to feel full of responsibility, to grow spiritually and morally, to grow up healthy, to be active during the day and to succeed in school.

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THE IMPORTANCE OF NONVERBAL MEANS IN INTERCULTURAL COMMUNICATION

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ABSTRACT

Today, when different peoples, languages and cultures are approaching, there is a growing interest in learning other languages as well as other cultures. Issues of intercultural and international dialogue are attracting a lot of attention. The present article is about the importance of nonverbal means in intercultural communication.

KEYWORDS: *Intercultural Communication, Nonverbal Means, Consent, Laughter, Denial, Calling, Showing, Greetings.*

INTRODUCTION

Most foreign researchers dealing with the problems of intercultural communication point out those grammatical, lexical and methodological errors are made when dealing with foreigners, as this is explained by their lack of language skills. However, in the process of communication, the violation of socio-cultural norms, rules of etiquette is perceived negatively. Because violation of such norms can lead to discrimination or insult to a representative of a particular culture [1, pp.21-42; 2; 3, pp. 3-4; 4; 5].

Such communicative errors can lead to a state of cultural shock, failure of interpersonal and interethnic communication, and even serious conflict, geopolitical consequences. Therefore, in today's world of globalization, standardization, integration and mixing of cultures, the study of the problems of language, translation and intercultural communication is one of the most pressing issues.

THE MAIN FINDINGS AND RESULTS

Intercultural communication refers to the process of interaction of speakers of a particular culture and language with representatives of other cultures and languages through verbal (verbal) or nonverbal (non-verbal) communication. In today's multi-ethnic society, where interaction with other cultures is becoming a vital necessity, it is important to correctly interpret the nonverbal means of communication of different peoples, to study their specific features.

Nonverbal communication (Latin *verbalis* - verbal and Latin *communicatio* - communication) is a form of communication that signals the interaction and emotional state of individuals who communicate. Nonverbal communication is done using nonverbal means.

Nonverbal means, along with hand movements (gestures) and gestures (facial expressions), include distances between people, touching (touching, hugging, stroking, kissing, etc.), tone of voice, and colors.

Nonverbal communication is the oldest form of human communication. Nonverbal means of communication were developed before language, and their primary function was distinguished by its stability and effectiveness. Gradually, their advantage over verbal means was demonstrated: they were received directly and therefore had a strong effect on the addressee. They are the means by which the most subtle feelings, relationships, which for some reason cannot be conveyed through words, are expressed.

Australian researcher Alan Piz found that 60-80 percent of people's communication is done through their hand gestures and gestures, 20-40 percent through speech, 7 percent of people's information is words, 38 percent is sounds, and 55 percent is different movements and gestures [6, p. 3]. The study also identified more than a thousand types of nonverbal means.

Gestures are different movements of human speech in the process of communication, which are accompanied by movements of the body, hands or fingers and are directed to the direct interlocutor, expressing the attitude to some event, to some person, to something.

The hand gestures that people use to explain an event or situation have different meanings in different cultures. This is due to differences in intercultural symbols and concepts [7, p. 163].

Greetings. All the civilized nations of the world begin their human relations, interactions and communication with greetings. Each nation has its own customs associated with greetings. The Uzbek, Japanese, and Korean greetings are performed in a variety of ways, depending on age, circumstances, position, gender, and ritual. For example, Uzbeks say "assalomualaykum" (Arabic for "peace be upon you"), vaalaykumassalom ("I wish you peace too") [8, p. 61] put their hands on their chests, hug them, stroke their palms and shoulders, kiss their foreheads, and so on. When they don't, they lift each other up, the women shrug their shoulders and kiss and ask.

The custom of shaking hands (with both hands on the navel and the head slightly bent forward) is typical for men and is performed in the following situations:

- 1) When he meets a very respectable old man;
- 2) Standing near the wedding gate (while waiting or watching guests);
- 3) When going to the funeral; In the process of preparing for weddings, celebrations and other gatherings, young people are in such a state ("I am ready to serve you") [9].

Usually, when the Japanese greet, they bow with "*Ohayou*" ("*Good morning*"), "*Konnichiwa*" ("*Assalamualaykum*", "*Hello*"), that is, bow ("*ojigi*").

In Japanese culture, greetings are represented by bowing at 15, 30, 45, 90 degrees, which includes hierarchical relationships. The degree of bowing varies depending on the age, gender, position, position of the person opposite, as well as the place of greeting.

On a standing foot, a bow to perform in a standing position:

- a) 15° – a light bow is intended only for acquaintances encountered along the way;
- b) 45° – the average bow applies to individuals, teachers, and other officials with a high position and position;

c) 90° – high reverence is performed when high-ranking guests are addressed during various ceremonies, as well as when a serious request is made.

Bowing in a sitting position:

a) 15 ° - applies to light bowers, subordinates and acquaintances;

b) 30 ° - average bow, the level of respect is slightly higher and is performed for guests visiting the organizations;

c) If the bow is aimed at those who hold a high position in the service, then it is necessary to stand up [10, p. 68].

A similar situation can be observed in Korean culture. When Koreans greet, they bow their heads and the entire upper part of the body, *bending at the waist*. The level of politeness and respect during *bowing* increases depending on the age, gender, position, position of the person opposite. Men ask, “*annyeonghaseyo*”, “*annyeonghashibnikka*”(“Are you all right?”) With their hands on their knees, with their hands free, while women are more bent than men.

The custom of bowing is also very common in Korean traditions and ceremonies. In particular, at the wedding, the bride bows twice, the groom bows to each other once, then the bride’s parents, the groom’s parents, and the guests.

In addition, the *bowing* movement has acquired a number of meanings in Korean everyday life, such as “congratulations” “begging”, “apologizing”, and “expressing gratitude”. The same meanings are typical of Japanese culture. Uzbeks express these meanings by bending their arms slightly and placing their hands on their chests.

In a number of cultures, *shaking hands* means “wishing peace, well-being”. In ancient times, people lived in tribes, often in groups competing with each other, *shaking hands*, saying, “Look, I do not have a weapon (ax, knife, stone), my hand is open”. At the same time, they wished each other peace and prosperity [8, p. 62].

In Uzbek culture, a *handshake* is the norm. However, the custom of *shaking hands* is not typical of Japanese or Korean culture. Nevertheless, this habit began to spread in Korea after 1945 under the influence of the Americans [11, 62-63]. In recent years, the Japanese have also been *shaking hands*.

When people from different cultures meet and ask about the situation, including Americans, they talk more about “weather and politics”, Japanese people talk about “weather and language”, Uzbeks talk about “children”, and Chinese people ask “Did you eat”(你吃饭了吗? – Ni tish le ma?). It can be observed that this custom has also been transferred to Korean culture.

It can be observed that this custom has also been transferred to Korean culture. After the greeting in Korean, “Did you eat?” (식사하셨어요? – Shiksa hashyossoyo or “Did you eat?” (밥먹었어? – Bab mokosso?) have become a tradition. This can be explained by the struggle of the Chinese and Korean peoples to survive in their centuries-old history (it should be noted that famine was widespread in Korea in the 1945s and in China in the 1960s) [12, p. 31-36].

Goodbye. In Uzbek culture, people say goodbye to the elderly and high-ranking people by *placing their hands on their chests* and *bowing* in Korean and Japanese cultures. In Uzbek nonverbal communication, the “goodbye” sign is used to say goodbye to classmates, classmates

or colleagues *by raising their hands and shaking their palms from top to bottom*, and in Korean and Japanese nonverbal communication, *by raising their hands and waving from left to right*.

With that being said, in Japanese culture, men *raise their right hand to their chest while saying goodbye to their friends and then quickly lower it*. He also bids farewell *by raising one hand from the bottom to the shoulder* [13, p. 67].

Consent. Head nodding, meaning, “affirming an opinion, expressing consent”, is the act of *shaking one's head* from top to bottom and from bottom to top once or several times in the nonverbal communication of almost all peoples. Sometimes this action is used in the sense of listening to the interlocutor, approving his words. In Japanese culture, “consent” is also expressed *by clapping once or several times or raising the hands over the head to form a ring* [13, p. 69].

The *nodding* may sometimes be inconsistent with the expression. For example, when Uzbeks *nod* and say, “OK, let's think, let's consult”, there are cases when the meaning is “no” rather than “consent”. Alternatively, sometimes the Japanese *nod* their heads during a conversation and behave like a “yes” listener, giving the opposite person the impression that they are “confirming everything”. In fact, the opposite may be true. Therefore, when communicating with the Japanese, it is advisable to treat them appropriately, avoid arguments, and try to understand their way of expressing their feelings.

Denial. *Shaking the head* in the sense of saying “no” is one of the most common behaviors in most cultures. In Uzbek culture, the act of repeatedly *bending the head to both shoulders* is also called *shaking the head* and is used in the sense of “regret”. This action is performed in Korean in the sense of “hesitation, hesitation” (“*halka-malka*”).

In Japanese culture, the meaning of denial is given by *shaking the head, moving one hand from right to left in front of the face, along with shaking the head*. Negative meaning is also expressed *by moving the wrists up and down*. Typically, this hand gesture is performed when older women flatter them. *Crossing the index finger on the chest means* “prohibition”, “cancellation” or “disagreement” [13, p. 70].

In Turkish culture, the meaning of denial is given not only by *shaking one's head*, but also by *raising one's head from the bottom up*.

In most cultures, the concepts of “denial” or “no” are also expressed by repeatedly *waving the hand or index finger in both directions*.

In almost all cultures of the world, the Uzbek answer to the question “No, it's not mine” or “No, I'm not busy” is “Isn't this your book?” or “Aren't you busy tomorrow?” in the sense of denial. In Korean culture, “Ne, ne cheki animnida” (“Yes, not mine”) or “Ne, babiji ansimnida” (“Yes, I am not busy”) is answered first by *nodding* in the affirmative and then by *nodding* in the negative. Because in Korean communication, the main focus is on the interlocutor, trying not to offend him, to answer questions as positively and affirmatively as possible.

Apologize. In Uzbek culture, *putting his right hand on one's chest, bowing* in Korean and Japanese culture, and apologizes. In the Korean culture of everyday behavior, it is common for adults, as well as superiors, *to kneel down* (*murip kkulda*) and apologize when something goes wrong. The custom of *kneeling* in front of the ruling class and apologizing, “Forgive me a spoonful of my blood”, once existed among Uzbeks, but it has now disappeared.

In Korean nonverbal communication, the meanings of “to apologize” and “to beg, plead, beg” (“bilda”) are understood *by rubbing the palms together*. In Uzbek nonverbal communication, this action means, “to be hopeful” [14, p. 52].

In Japanese culture, apology is expressed by *a) bowing, b) raising one hand to the chest and then moving it forward two or three times as if cutting something, c) joining the palms, d) slapping the forehead several times, d) placing the hands on the head lifting is done by smiling through hand movements such as joining palms.*

In Uzbek culture, *hitting the forehead* is used in the sense of “ohh, what a pity”, and in Korean culture, it means “regret, remorse” (“shilsu”).

Sending and receiving things. In Uzbek culture, tea, food, and the like, meaning “respect”, are *passed with the right hand, with the hand on the chest*. Women extend their *left hand to the elbow of their right hand*, sometimes to the chest. If the transmitter is older, the other person will have to take the same form. This habit is very common in Koreans, when adults give something with the *right hand, the left hand on the elbow of the right hand*, sometimes on the chest. However, the habit of *double-handedly handling things or double-handedly when receiving* from adults is also common. Even the sellers in the shops receive the money transferred by the buyer in a half-bow position, *two hands, and return two hands*. The same is true of Japanese culture. Consequently, A. Kumuyama notes that in Japanese culture, the hands play an important role when something is taken or given. For example, the Japanese hand out a business card with two hands, and the recipient will have to use both hands. Otherwise, it is considered disrespectful or rude. A similar situation is observed when receiving a gift. The Japanese offer the gift with two hands standing on their feet. It is advisable to take two gifts. In Japanese culture, the two uses of a gift mean, “appreciate,” “to be grateful,” and “to be thankful” [15, pp. 51-57].

Calling. Uzbeks *extend their hand forward, point their palm upwards, and sign with four fingers or forefinger*, “Come here”. In Korea, this sign is used to call dogs. In Korean and Japanese nonverbal communication, a four-finger gesture is used to reach out to someone, *with the hand extended forward and the palm facing down*.

Showing. In Uzbek culture, *index finger* is used to point at someone or something, while in Far Eastern culture, pointing is rude; therefore, in these cultures, when a person, thing, place, or path is asked, it is *indicated by raising its palms upwards and pointing*. Uzbeks say “I”, “Me?” in the sense that if the head or *index finger points to itself*, the Koreans *show themselves with the palm*. The Japanese, on the other hand, *point to the nose with the index finger*, meaning “I”.

Very good. In many cultures, *the act of pointing the thumb* means “very good”, “excellent”, or “nail-like”. In Korean nonverbal communication, in addition to the meaning of “very good”, it also means “boss” (“udumori”) and “seal” (“dojang”).

Promise. In Korean and Japanese nonverbal communication, *the little finger hook* - the way two people connect the silent fingers to each other and put them in a hook position is often a hand gesture typical of young children and is a symbol of mutual promise, agreement. This hand gesture is used by Uzbek children to reconcile.

Pampering. Europe, America, Uzbekistan, etc. in the culture of the countries, it is normal to caress children, a lover or any animal and *stroke their head*. The Koreans shouted, “good job” (“chal hesso!”) Is expressed by *stroking the head*. However, in some Asian countries, such a

move would create an embarrassing situation. Because in India and Sri Lanka, the spirit is believed to be at the forefront.

Money. The concept of “money” is expressed by many peoples, including Uzbeks, *by rubbing the tips of the thumb, middle and index fingers*, while Koreans and Japanese express the concept of “o” by *connecting the tips of the index finger with the thumb*. This hand gesture means “no problem” or “success” in America, and is used to insult in Latin America and Turkey.

Laughter. In Japanese and Korean cultures, it is considered obscene for women to open their mouths and show their teeth. That’s why in the past, women used to paint their teeth black. Nowadays, women *cover their mouths with their palms* when laughing. A similar situation can be observed in Uzbek women.

Usually, laughter represents joy, fun, and enjoyment, and in some cases, laughter. But unlike other cultures, Japanese people smile when they are ashamed, when they feel bad, when they are sad. Even when a loved one dies, they express their grief with a smile. This situation is negatively assessed in the culture of the Turkic peoples. Therefore, when communicating with the Japanese, it is not always correct to understand their smiles as an expression of joy, happiness.

Beloved. In Korean and Japanese culture, men *point a little finger* when talking about concubine. *The act of touching the tips of both index fingers together* is understood as a “romantic relationship between a man and a woman”.

Eating. It is known that in Uzbek culture the custom of eating pilaf by hand is widespread. The sign of *licking the fingers* when eating food by hand indicates, “the food is very tasty”. In Korean, Japanese, and Chinese culture, it is understood that the more the food is *eaten spicy* or *snorty*, the more delicious the food. Even when Koreans are served food, they express their gratitude *by clapping their hands*. In some cultures, on the other hand, it is considered impolite to eat food with gusto or snoring.

After the meal, the Koreans *bow their heads* and say “chal mogossoyo” (“I enjoyed”, “I was fine”), and the Japanese *clap their hands together* to express their gratitude. The Chinese, on the other hand, thank each other by tapping their two fingers on the edge of the table several times for the attention and compliment shown during the meal.

In Far Eastern culture, food is eaten with sticks called “hashi” (Japanese), “chokarak” (Korean), “kuayzi” (Chinese), which are used instead of spoons or forks. Because sticks are meant to be eaten, licking them, mixing food with them, pointing at something or someone, pointing the tip at someone sitting around the table, and performing similar actions are considered insulting to culture and tradition, disrespectful to the rules around the table. It is also an insult to cut the sticks on a plate, that is, to put them in the shape of a cross. Because such behavior indicates dislike of food. Therefore, after a meal, of course, the sticks should be placed on a special tray or in front of the plate with the tip facing to the left. In particular, sticking sticks vertically to rice or other foods in a bowl is also considered an unacceptable move. Consequently, a stick or spoon is inserted only into the food intended for the deceased.

Drinking alcohol. In Far Eastern culture, drinking requires a certain politeness. In Korea and Japan, a bottle of drink is *held with both hands*, in response to which the other person *holds the glass with both hands*. Based on etiquette, it is necessary to fill the glass of the person who

poured the alcohol in the same way. Anyone who wants to drink again will definitely have to pick up an empty glass. If he doesn't, he'll say, "OK, I won't drink anymore." That is why the empty glass on the table is not filled. An empty glass on the table is filled only in celebration, in memory of the deceased. In Korea, "Gon be!" (건배), "Blood share!", in Japan "Kan pay!" is the word glass.

At Chinese banquets, the host goes to each guest with a glass in his hand and invites him to drink with him and says the words of the glass. The guest, in turn, stands up and respects the host, holding his glass. After that, each guest in turn goes to the host and other guests and offers a glass, and in this way expresses his respect. Then "Let's empty the glass!" "Gon be!" (干杯), the glasses are drunk by beating [12, p. 31-36].

Distance. Distance between interlocutors is an important component of nonverbal communication. There are 4 different types of distance in human communication:

- 1) 50 cm - intimate distance. If there is such a close distance between the interlocutors, then there will be a romantic relationship between them. Alternatively, such a distance indicates that the interlocutors are very close friends. This means that the longer we have known people, the closer we get to them during conversations.
- 2) 50-120 cm - personal distance. This distance is intended for partners of the same social status.
- 3) From 1.2 to 4 meters - the distance for official communication. Such a gap is maintained when the manager communicates with his subordinates.
- 4) 4 - up to 7.5 meters - mass distance. Represents the formal communication of several people.

Cultures are divided into communicative and non-communicative cultures according to the length and distance of people between them [16]. For example, the cultures of the Arabs and the Turkic peoples are among the most cultured in terms of the closeness of the distance between them. In particular, Uzbek-Turkish communication has a high level of touching (touching, hugging, stroking, kissing, etc.).

In Uzbek culture, the greeting lasts from 2 to 5 minutes, after which the greeting is, of course, asked about the condition of the interlocutor, labor activity, the general condition of family members. Uzbeks are reluctant to ask for the situation as soon as possible, or they disrespect it. The process of greeting is carried out in parallel with the means of paralinguistics (shaking hands (in men), slapping the face, tapping on the shoulder, holding hands). Emotion also plays a role in greeting, i.e., smiling with an open face and being asked with openness and extreme sincerity. The distance between the interlocutors is 60-80 cm [17].

In Far Eastern culture, by contrast, low levels of touch and distance are observed during conversation. In Japanese, Korean, and Chinese communication, actions such as being too close to the interlocutor, touching him, hugging him, kissing him are disliked.

CONCLUSION

To conclude, today, when international relations are evolving, language knowledge alone is not always enough for people of different cultures to understand each other. To do this, first, it is necessary to provide students with in-depth knowledge of Uzbek culture, and then the culture of the country where the language is studied and its specific features, to develop skills in analyzing

the commonalities and differences of these cultures. Then students develop respect for their own culture, tolerance for the culture of other peoples.

In intercultural communication, it is especially important to correctly interpret nonverbal means, to study their specific features. The study of nonverbal means in different cultures prevents conflicts, communicative errors that occur in intercultural communication, eliminates the state of cultural shock, and ensures successful and effective communication.

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CONSTRUCTION TERMINOLOGY - SPECIALTIES AND PROFESSIONS IN CHINESE AND RUSSIAN

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ABSTRACT

The article is devoted to special vocabulary in the field of construction. The author examines the specifics of construction terminology in Russian and Chinese, in particular, compares the expression of the same job title in both languages, hopes to facilitate study and work for construction students.

KEYWORDS: *Customer, Designer, Foreman, Provider, Supervisor, Supply Engineer, General Contractor, Investor.*

INTRODUCTION

With the development of the world economy, the links between countries are becoming closer and closer the export of services has become more significant. The volume of exports of construction services globally has doubled since 2005. China has become one of the most important exporters of services (5th in the world in 2019), but is also one of the largest importers of services.

Recently, the pace of construction around the world has increased dramatically. New modern cities appear, old ones are transformed. With the evolution of modern architecture, the development of science, the chemical industry, new technologies and new specialists appear.

THE MAIN FINDINGS AND RESULTS

This article will focus on the Chinese and Russian expressions of various professionals in large-scale international construction projects.

1 业主 (Chinese pronunciation -yè zhǔ) - CUSTOMER

Customer (material from Wikipedia) - a person (individual or legal) interested in the performance of work by the contractor, the provision of services to them or the acquisition of any product from the seller (in the broad sense). Sometimes this involves placing an order, but not necessarily.

In projects implemented in whole or in part at the expense of funds (loans, credits) of international financial institutions or foreign government financial organizations, the customer is a state body that has the necessary investment resources, or an organization endowed with the relevant state body to manage such resources.

2 投资商 (Chinese pronunciation -tóu zī fāng) - INVESTOR

An investor (material from Wikipedia) is a person or organization (including a commercial company, the state, etc.) that allocates capital for the purpose of subsequent profit (makes investments). The capital placed by the investor can be both his own and borrowed. If a particular project turns out to be unprofitable, the capital will be lost in completely or in part.

In international construction projects, the vast majority of investors are international financial institutions or foreign government financial institutions. Investors have the right to control the implementation of the project and the state of use of funds.

3 设计师 (Chinese pronunciation - shè jì shī) -- DESIGNER

A designer is a design professional. (Wiktionary)

The responsibilities of the designer include working on architectural drawings and plans for various structures. It is the designers who are engaged in the development of schemes for water supply, sewerage, electricity, and fire safety systems located in buildings.

The profession of a designer is rooted in the distant past. Plumbing and sewage systems have existed since the era of Ancient Rome and Babylon. In the modern world, various specializations of designers are becoming increasingly important social and strategic importance.

Without the work performed by the designer, it is impossible to imagine any construction. It creates the necessary drawings based on architectural plans. Engineering systems located in the building are designed by a communications specialist. Due to the large development of construction, the profession of a designer is currently in great demand.

In international projects, design work is usually carried out by professional design institutes.

4 技术监理(Chinese pronunciation - jì shù jiān lǐ) TECHNICAL SUPERVISION

Any construction customer, not being a builder himself and not being able to constantly be on the construction site, will inevitably face unfair work performance if he does not take care of technical supervision in time.

Technical supervision is expert and verification activities that provide:

- quality of construction works and their compliance with norms and rules;
- use of building materials specified in the construction project;
- Observance of terms and volume of construction;
- Compliance with the project budget.

5 设计监理 (Chinese pronunciation - shè jì jiān lǐ)—Author's supervision

Author's supervision (material from Wikipedia) - control of the person who prepared the project documentation for compliance with the requirements of project documentation, technical specifications and artistic ideas during the construction process.

Architectural supervision of construction is one of the types of services provided to the customer - the developer (hereinafter referred to as the customer) by the design organization in accordance with the contract in the process of construction work.

6 供货商 (Chinese pronunciation - gòng huò shāng) — PROVIDER

A provider is any legal (organization, enterprise, institution) or natural person that supplies goods or services to customers. (Material from Wikipedia)

The supplier carries out business activities in accordance with the terms of the concluded supply agreement, which is one of the types of sales agreement. In accordance with the supply contract, the supplier undertakes to transfer, within a specified period or periods, the goods (and or services) produced or purchased by him to the buyer for use in business activities or for other purposes not related to personal, family, household or other similar use.

8 总承包商 (Chinese pronunciation - zǒng chéng bāo shāng) — GENERAL CONTRACTOR

General contractor - a person who performs work in accordance with a work contract by involving other persons (subcontractors). The general contractor is responsible to the customer for the performance of the entire range of works established by the contract. Unlike a subcontractor, the general contractor must create and transfer to the customer the entire facility as a whole, and not perform individual work. The figure of the general contractor is of particular importance in construction. (material from Wikipedia)

9 分包商 (Chinese pronunciation - fēn bāo shāng) — SUBCONTRACTOR

Subcontractor means a specialized organization engaged by the general contractor to perform a separate set of works on the basis of a subcontract agreement. The prefix “sub-” in this case has the meaning of subordination, secondary after the general contractor who manages the construction site.

10 项目经理 (Chinese pronunciation - fēn bāo shāng) — PROJECT MANAGER.

A construction project manager is a specialist responsible for the successful implementation of the construction site entrusted to him. He manages the entire process from the stage of planning and approval of project documentation to the commissioning of the building, and sometimes performs post-project support.

11 总工程师 (Chinese pronunciation - zǒng gōng chéng shī) — CHIEF ENGINEER

The chief engineer, in addition to studying the technical activities of the enterprise, decides on the feasibility of its reconstruction, re-equipment of production. To do this, the specialist must carefully analyze all possible prospects. The chief engineer must carry out activities aimed at increasing labor productivity and rational use of available labor resources.

12 实验工程师 (Chinese pronunciation - shí yàn gōng chéng shī) — LAB ENGINEER

Laboratory engineer is a specialist:

a. Supervises or conducts laboratory analyses, tests and other types of research, raw materials, semi-finished products, materials, structures and finished products to determine compliance with applicable specifications and standards.

b. Performs experimental and research work to find more economical and efficient methods of production, as well as laboratory control of production.

c. Carries out the necessary calculations for the analysis, testing and research, analyzes the results and systematizes them.

d. Investigates the causes of marriage in production and takes part in the development of proposals for its prevention and elimination.

e. Monitors the correct operation of laboratory equipment and its timely submission for periodic state verification.

13 测量员 (Chinese pronunciation -cè liàng yuán) — SURVEYOR

A **surveyor** is a specialist who surveys land plots, construction sites, as well as buildings and structures in order to determine their location on the earth's surface (coordinates). Basically, these are topographic and geodetic, prospecting, marking and design work, as well as monitoring the deformation processes of commissioned facilities.

14 环境安全工程师 (Chinese pronunciation -huán jìng ān quán gōng chéng shī) — OCCUPATIONAL HEALTH AND SAFETY ENGINEER

An engineer for labor protection and safety in construction organizes and coordinates construction and installation work in accordance with the requirements of governing documents and safety standards.

He works with design and estimate documentation, controls the timing and quality of construction and installation works, keeps records of materials and equipment, and also monitors compliance with labor protection and safety standards at the construction site.

To work in the specialty, it is necessary to know the basics of the safe organization of construction and installation work, to understand the principles of urban planning and construction supervision.

15 材料工程师 (Chinese pronunciation -cái liào gōng chéng shī) — SUPPLY ENGINEER

The supply engineer is an important position during construction. It depends on him what quality and how exactly the necessary building materials will arrive on time. In addition, the supply engineer is a financially responsible person. Since it is he who makes purchases, and spends finances from the organization. Therefore, there is a fairly strict professional standard for this position.

16 生态工程师 (Chinese pronunciation -shēng tài gōng chéng shī) — ENVIRONMENTAL ENGINEER

An environmental engineer is a specialist in the protection of the environment. In a general sense, this is a person who ensures that harmful emissions into the atmosphere do not exceed the norm, that hazardous waste is disposed of in accordance with the rules, bridges and interchanges are built with minimal interference with the soil, so that natural resources and minerals are used for their intended purpose.

17 计价工程师 (Chinese pronunciation -jì jià gōng chéng shī) — ENGINEER ESTIMATOR

An estimate engineer is a category of specialists in determining the cost of construction. Cost engineers are engaged in practical and / or theoretical activities in the field of pricing, cost estimate, evaluation, cost engineering, organization and conduct of tenders and competitions.

18 机械手 (Chinese pronunciation - jī xiè shǒu) — CONSTRUCTION EQUIPMENT OPERATOR

Much construction work cannot be done by hand. This is where the construction equipment operator comes in. The operator operates equipment that moves heavy materials, excavates gravel and earth, drives piles into the ground, or spreads and levels asphalt, concrete and other paving materials.

There are different types of construction equipment operators. Operators use bulldozers, trenchers and motor graders. Paving, pavement and ramming operators handle equipment that spreads cement and asphalt onto paved roads.

19 工地主任 (Chinese pronunciation - gōng dì zhǔ rén) — MASTER

The foreman is the leader and direct organizer of the construction industry and the labor of workers in the work area assigned to him. He organizes the activities of various workers, as well as providing them with everything necessary.

20 工长 (Chinese pronunciation - gōng zhǎng) — FOREMAN

The name of the profession comes from the acronym “Producer of Works”. This position is indicated in all official documents.

It is the foreman who directly manages the process of building the object. He is personally responsible for both the quality of construction and the health of workers in the team.

There may be several foremen at the construction site, each of which monitors its own site. For example, some are responsible for the construction of frame structures, others for finishing work, and others for laying communications.

CONCLUSION

To conclude, the specialties and professions words build the terminology of this field. We have discussed about the different points of Chinese and Russian words and their semiotic field in the spoken language. Even the Chinese language completely different from Russian, the words we have discussed above have the functional meaning.

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EMPLOYEES' STRESS AND ITS IMPACT ON THEIR PERFORMANCE

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ABSTRACT

The present study is initiated on employees' stress and its impact on their performance: a study of selected garments employees in Chittagong, Bangladesh. A non-probabilistic sampling method, namely convenience sampling, was used in drawing samples for this study. Respondents were from various garment industries that were located in the Chittagong, Bangladesh. A five item scale from never (1) to always (5) was adopted to identify the variables of employees' stress and their performance. In the present study, we analysed our data by employing correlation and regression analysis. The results from the operational hypotheses indicated that total stress (TS) related factors such as organizational related factors (ORF); individual related factors (IRF) and job related factors (JRF) have a significant negative relationship with employees' performance which means, as the stress increases, increasing level of performance decreases. Further three factors (ORF; IRF and JRF) have a greater impact on employees' performance.

KEYWORDS: *Employees' Stress; Performance and Garments' Employees*

INTRODUCTION

To make the best use of people as a viable resource of the organization, attention must be given to the relationship between employees, the nature and content of their jobs. The work organization and the design of jobs can have a significant effect on employees. In this connection, the level of stress is also an important factor that may have impact on the employee's behavior. Stress is a complex and dynamic concept. This means that undesirable level of stress affects overall performance of the organization. Further, from the employees' point of view, employee's stress is caused by not only organization but also their family such as family problem, death of the family member etc. In order to getting the work done effectively, organization or manager should properly manage the level of stress. In order to achieve organizational objectives all the factors which are determined in achieving organizational objectives should be properly managed.

There is no single level of stress that is optimal for all people. Positive stress adds anticipation and excitement to life, and we all thrive under a certain amount of stress. Our goal is not to eliminate stress, but to learn how to manage it and how to use it to help us. Therefore it is very important for both individual and organization to manage the stress to its optimal level. The impact stress has on organizational performance is no less dramatic. Many employees feel they could make better decisions and perform more effectively if they worked under less stress. Stress

has also been linked to absenteeism, turnover, and industrial accidents. In a new development, many workers are suing companies for compensation payments for emotional and physical illnesses traced to their jobs and winning.

Objectives

The following objectives are taken for the study:

1. To find out the relationship between employees' stress and their performance.
2. To examine the impact of three factors (Organisational related factors; Job related factors and Individual related factors) on their performance.
3. To identify these factors which determine their performance.
4. To suggest the employees to enhance their performance.

Hypotheses

Based on the preceding review of literature the following hypotheses have been developed;

H₁: Employees' stress and their performance are negatively correlated.

H₂: Organizational related factors; Job related factors and individual related factors have a greater impact on employee's performance.

Research Methodology

Sampling Design and Data Sources

A non-probabilistic sampling method, namely convenience sampling, was used in drawing samples for this study. Respondents (150) were from various garment industries that were located in the Chittagong, Bangladesh. The study was complied with the help of primary data. Primary data were collected direct personal interview with help of the questionnaire. Moreover, the desk study covered various published and unpublished materials on the subject.

Instrumentation

The questionnaire was administrated to employees of garment industries in Chittagong. A five item scale from never (1) to always (5) was adopted to identify the variables of employees' stress and their performance.

Reliability

Cronbach's alpha is most widely used method. It may be mentioned that its value varies from 0 to 1 but, satisfactory value is required to be more than 0.6 for the scale to be reliable (Malhotra, 2000; Cronbach, 1951). In the present study, we, therefore, used Cronbach's alpha scale as a measure of reliability. Its value was estimated to be 0.857, If we compare our reliability value with the standard value alpha of 0.6 advocated by Cronbach (1951), a more accurate recommendation Nunnally & Bernstein (1994) or with the standard value of 0.6 as recommended by Bagozzi & Yi's (1988) we find that the scales used by us are highly reliable for data analysis.

Statistical Tools Used

In the present study, we analysed our data by employing correlation and regression analysis. For the study, entire analysis is done by personal computer. A well known statistical package 'Statistical Package for Social Sciences' (SPSS) 13.0 Version was used in order to analyze the data. Correlation analysis was carried out to find out the relationship among the variables. Further the following model was formulated to examine the impact of three stress related factors on employees' performance through regression analysis.

$$EP=f(ORF, JRF, IRF)$$

$$EP = \beta_0 + \beta_1(ORF) + \beta_2(JRF) + \beta_3(IRF) + e \text{ -----Model 1}$$

Where $\beta_0, \beta_1, \beta_2, \beta_3$, are the coefficient of correlation

ORF = Organisational Related Factors

JRF = Job Related Factors

IRF = Individual Related Factors

EP = Employees' Performance

e = error term

RESULTS AND DISCUSSIONS

Correlation analysis was performed to find out the relationship between variables; ORF, JRF IRF and P. In this regard table -1 provides the results.

TABLE -1: CORRELATION MATRIX FOR STRESS AND PERFORMANCE

Variables	TS	ORF	JRF	IRF
EP	-0.766** (0.000)	-.583** (0.000)	-.367** (0.000)	-.404** (0.000)
TS		0.869** (0.000)	0.828** (0.000)	0.277* (0.032)
ORF			0.331* (0.032)	0.277* (0.032)
JRF				0.179 (0.171)

** Correlation is significant at the 0.01 level.

*Correlation is significant at the 0.05 level.

Table-1 shows that total stress (TS) and performance are negatively correlated with the value of -0.766 which is significant at 1% level of significance and also ORF; JRF and IRF are negatively correlated with employees' performance (EP). Hence the hypothesis one is accepted. Then a multiple regression analysis was performed to identify the predictors of performance as in the model 1. A enter variable selection method was used in the regression analysis and table- 2 provides the summary measure of the model.

TABLE -2: PREDICTORS OF PERFORMANCE – MODEL SUMMARY

Model	R	R ²	Adjusted R square
1	0.654 ^a	0.427	0.396

a Predictors (Constant) ORF, JRF, IRF

The specification of the three variables (ORF, JRF and IRF) in the above model revealed the ability to predict performance ($R^2 = 0.427$). In this model and R^2 value of 0.427 denote that 42.7 percent of the observed variability in performance can be explained by the differences in three independent variables namely ORF, JRF and IRF. The remaining 57.3 percent is not explained which means that the remaining 57.3 percent of the variance in performance is related to other variables which are not depicted in the model. In this model, the value of an adjusted R^2 are 0.602, slightly less than the value of R^2 . An examination of the model summary in conjunction with ANOVA (F-value) indicates that the model explains the most possible combination of predictor variables that could contribute to the relationship with the dependent variables. For this model F value is 13.918 and respective P value is 0.000 which is statistically at 1% levels.

TABLE -3: COEFFICIENTS FOR PREDICTORS OF ORGANIZATIONAL PERFORMANCE

Models	Unstandardized Coefficients		Standardized coefficients	t	Sig
	β	Std.Effor	Beta		
1 Constant	4.854	.215		22.622	0.000
ORF	-.313	.076	-.455	-4.127	0.000
JRF	-.156	.082	-.202	-1.907	0.062
IRF	-.148	.074	-.217	-2.019	0.048

Source: Survey data

From the table-3, ORF are significant at 1 % levels. Further, IRF and JRF are also significant at 5 % and 10% levels respectively. Both variables have a negative coefficient which means that P increases with increasing level of growth have a negative coefficient ORF (-4.127), IRF (-1.907) and JRF (-2.019). Hence three factors (ORF: IRF and JRF) have a greater impact on organizational performance. So hypothesis two is accepted.

CONCLUSIONS

Total Stress (TS) and performance are negatively correlated with the value of -0.766 which is significant at 0.01 levels and also ORF; JRF and IRF are negatively correlated with performance. Further IRF and JRF are also significant at 5 % and 10% levels respectively. Both variables have a negative coefficient which means that P increases with increasing level of growth have a negative coefficient ORF, IRF and JRF. Hence three factors (ORF: IRF and JRF) have a greater impact on organizational performance.

Suggestions and Policy Implications

Stress experienced by employees should be managed to improve their performance. Stress is not automatically bad for individual employees or their organizational performance. In fact it is generally recognized that low levels of stress can even enhance job performance. Here some suggestions are put forward to manage the employees' stress for enhancement of their performance.

- ✓ The organization should create a supportive organizational climate. Unfortunately the organizations today continue to be highly formalized with accompanying inflexible, impersonal climate. Therefore the structure should be decentralized with participative decision-making and upward communication flows.
- ✓ The management of the organization should eliminate or reduce the conflict between employees and administrative officers.
- ✓ Employees should be allowed to get advice from their supervisor through this; they will correctly perform their responsibilities and duties.
- ✓ Organization should have to expand the health maintenance programs; supervisor training programs and stress reduction workshops.
- ✓ Organization should handle the problems and opportunities which are common to all employees.
- ✓ New technologies should be used to reduce the work overload.
- ✓ Some departments have crowded work area. In this department additional employees should be engaged to manage the crowded work.
- ✓ Motivation for employees should be granted without biased to perform their task
- ✓ Develop and maintain personal relationship social support at work and away from work can help alleviate some of negative effects of stress.
- ✓ Relaxation in various forms can be thought of always of giving the body an appropriate factor to recover from stress.

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CHANGES IN ARTERIAL PRESSURE IN YOUNG PEOPLE LIVING IN THE CITY OF BERUNI AROUND THE ISLAND

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ABSTRACT

This article talks about seasonal systolic changes in 18-year-olds living in the Beruni district around the island. Currently, there are a lot of cases of increased blood pressure among young people living in the surrounding areas of the island. And this creates serious frustration among the population.

KEYWORDS: *Environmental Condition, Cystological Changes, Climate And Hypertension*

INTRODUCTION

A person who has experienced long development others has always maintained a balance in relations with nature, that is, he got married without adversely affecting the biosphere. But by the end of the XIX beginning of the XX century this balance was undermined, as a result of the development of Science and technology in the social, economic life of a person there was relief, that is, comfort. By the XXI century, the living conditions of a person lived with great strides, our tableware was decorated with all sorts of blessings, so it would not be an exaggeration to say. Together with comfort, relaxation, a number of environmental problems have also emerged before modern man, which in turn affects human health. We tried to investigate the changes associated with blood pressure in teenage boys and girls living in some areas of the island, one of these problems in our article of this miracle.

These environmental factors not only cause the appearance of blood diseases, but also lead to a variety of diseases, including hypertension, kidney, digestive system diseases, lung and liver diseases, leading to increased mortality [Ch.Abdirov, 1991,1993; Qabulov S.K., 1991; Ataniyazov O.A., 2001].

The economic living conditions of people improve, but the change in the composition of air and water (petroleum products, phenols, heavy metals, an increase in organic compounds), the decrease in the norm of vitamins, amino acids, fatty acid, as well as microelements, caused various diseases. The aggravated environmental conditions of the surrounding areas of the island are provoking a number of defects in the circulatory system of people, especially young people. 80% of the local population suffers from anemia, one of the blood diseases.

Arterial blood pressure regurgitation is of great importance in the human body, it is controlled by various ointments. These pronouns change for a certain reason. [Almazov V.A. v.b. 1983].One

of the environmental factors to the origin of hypertension is the entry of sodium chloride into the blood more than the norm, an increase in fluid in the vessels, an increase in sodium reserves in the cell, a change in the tone of the vessels, a change in the composition of blood in the vessels, etc. Our scientific research shows that any changes in environmental balance in changes in blood pressure in healthy children are the main reason.

One more reason is that the change in arterial blood pressure is controlled by the upper part of the maracasic nervous system, the hypothalamus, and its sympathetic and parasympathetic nerve fibers, as well as by chemoreceptors.

A vivid example of the functioning of this system is the fact that we can bring about an increase in arterial blood pressure with the appearance of stress on the body. In this case, the neurological mechanism of arterial blood pressure increases, the rate of blood flow from the heart increases, the blood vessels of the peripheral nerve fibers decrease, which in turn leads to a violation of noradrenaline regulation. In addition, this process leads to an increase in the secretion of the sympathetic nervous system, the angiotensin system of the brain, as well as the increase in the natriuretic hormone in the heart and blood vessels, the disruption of neurological and hemodynamic processes, resulting in the occurrence of arterial pressure.

Age-specific arterial pressure increases in men and women studies have found that arterial pressure does not differ in small children and girls. The maximum increase in arterial pressure in children is 12-17 years old, in Girls 14-15 years of age. Scientists have shown that arterial pressure is less common in women than in sows. For example: 25-34 years of age in men 10,2%, 3,9% in women, 35-44 years of age in men 14%, 8,5% in women, 45-44 years of age in men 21%, in women 18% found to meet less.

Many scientific studies have shown that high physical and physical activity plays an important role in reducing the amount of cholesterol in the blood lipoproteintirib, regulating the amount of insulin and increasing the process of metobalism. It was found that if people whose age exceeds 70-80 years follow the right diet and do exercises that suit them, then after 3-4 weeks the arterial pressure has significantly decreased and it has come to the norm. For a year, we observed changes in arterial pressure in healthy people in young adolescents living in the cities of Beruni, Beruni, Beruni of the Republic of Karakalpakstan.

From this, the young man living in Beruni got the following indication when we saw a change in the seasonal blood pressure of the girls:

The systolic pressure of 18-year-olds was equal to 50 mm in the winter, when examining 122,4 young men in January. In the spring season in April, the guys showed that the average systolic pressure is equal to 123 mm. In July, which was the hottest month of the summer season, 120,6 was equal to 2,64. In the autumn season October inspections showed that the amount of systolic pressure is equal to 121,4 mm.

We checked the research work in a row even in 50 girls of the same age. Then in winter, in January, the systolic pressure showed 117,4 mm.

In the spring season, it was equal to 118,2 in April. In the summer season, it became 116,2 mm in July.

Thus, in the city of Beruni, the systolic pressure of young adolescents aged 18 years was on average 122,2 mm per year, the systolic pressure of girls was 117,2 mm per year. Systolic

changes (M) in the course of the Year seasons of adolescents 18 years of age living in the city of Beruni.

Seasons	Systolic pressure	
	In young men	Girls
Winter	122,4 ± 2,07	117,4 ± 2,04
Spring	123 ± 2,684	118,2 ± 2,64
summer	120,6 ± 2,64	116,2 ± 2,06
autumn	121,4 ± 2,18	117,4 ± 2,64
Throughout the year	122,4 ± 3,02	117,2 ± 2,82

In conclusion, it was found that the amount of hemoglobin in young people living in the city of Beruni, in combination with changes associated with body weight, is higher than the norm of blood pressure. We came to the conclusion that the increase in arterial pressure in the territory of Karakalpakstan is associated with emotional stress, low-calorie, the accumulation of excess fat in the body organs associated with the diet, seasonal changes, the lack of a sufficient amount of vitamins and substances in the body, changes in the process of metabolism, accompanied by the influence of environmental factors.

As a result of the change of the biosphere, changes also occur in the world of soil, air, water, plants, animals, birds, which, in turn, have their own influence on the future of mankind. Therefore, the correct use of all types of Natural Resources is one of the requirements of the period of their preservation.

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IMPROVING THE METHODOLOGICAL TRAINING OF BIOLOGY STUDENTS

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ABSTRACT

The article deals with the peculiarities of the system of methodical training of students, future teachers of Biology in the educational process of Pedagogical University. Future biology teachers should be able to organize students to conduct experimental and naturalistic work, phenological observations, excursions and environmental workshops; learn how to make collections and handouts for the lesson. Thus, the system of methodological training of biology students should include interrelated elements: a theoretical course of methods of teaching biology (and private methods), practical classes, various types of pedagogical practice and research work of students.

KEYWORDS: *Methods Of Teaching The Biology, Training, Methodological Training.*

INTRODUCTION

In the conditions of modernization of the teacher's activity, the problem of improving professional training in a pedagogical university is being updated, changing the nature, which includes the possession of "a set of general and special competencies that ensure successful work in a certain specialty ..." (1).

In the professional training of biology students, methodological training is traditionally built through a knowledge-activity model of learning. At the same time, the component "methodological knowledge" is specific, as it is conditioned by the characteristics of subject knowledge; the willingness and ability of students to work with this (subject) knowledge; the specifics of the organization of the activities of teachers and students (4).

Approaches in explaining the essence of methodological training use various components, among which it establishes that the system of methodological training of a teacher as a pedagogical system includes a set of functional and structural components, the interaction of which generates methodological readiness, oriented towards the goals of a higher-order pedagogical system - professional training" (4); an activity-based approach that defines "methodological training of a future teacher as mastering an activity that is conditioned by the structure and functions of the teaching methodology of a subject as an independent scientific activity" (3); an integrative approach that considers methodological training of students as ensuring the formation of the necessary methodological knowledge and skills that influence the restructuring of the structure of professional thinking, the teacher's readiness for self-education

and self-design a competence-based approach that reveals the methodological training of a teacher as "the ability to design an effective educational process for a wide range of pedagogical situations in the context of an educational subject" (3).

The competence-based approach should be considered the most promising transition from the reproduction of knowledge to its application and organization; to the result of the educational process focused on pedagogical activity to solve a variety of professional tasks.

Thus, the methodological training of students involves mastering the methodological foundations, mastering the laws of the functioning of the methodological system in an educational institution, the skills and abilities of applying various educational situations, developing teaching methods for individual concepts, facts, organizing the educational process (lesson planning, setting its goals, choosing forms, means and methods to achieve them, etc.).

The methodology of teaching the subject as a mandatory basic academic discipline occupies a central place in the system of methodological preparation for the professional activity of a future biology teacher.

At the same time, as an interdisciplinary course in the context of the implementation of new educational standards, it performs the functions of:

- Correction and integration of knowledge and skills of biology students obtained during the study of various disciplines of the professional educational program;
- drawing up an individual trajectory in the system of continuous pedagogical education.

The purpose of studying the discipline is to form a system of professional knowledge, experience in organizing the process of teaching biology, education and development of students by means of a school biology subject.

The objectives of the "Methodology of teaching Biology" are:

- Familiarization with modern approaches in teaching biology;
- Selection of effective methods, techniques and forms of organization of the educational process;
- Familiarization with the educational work in biology in secondary school, with the material base of this discipline;
- Theoretical and practical organization of extracurricular and extracurricular work in biology;
- Familiarization with the peculiarities of the organization of the modern educational process in biology in different types of general education schools, etc.

In the methodology of teaching biology, the main thing is the content aspect of the subject preparation of students, which determines the range of knowledge and skills, their justification from the point of view of the theory of the discipline being studied, didactic and methodological characteristics of the learning process.

The question "How to teach?" reveals the problem of choosing the organization of training (principles, forms, methods, means, techniques and technologies).

The question "Why is it so to teach, and not otherwise?" reveals the existing methods of teaching in the practical activity of a biologist teacher, new systems and technologies of teaching (new approaches), new methodological tools.

Future biology teachers should be able to organize students to conduct experimental and naturalistic work, phenological observations, excursions and environmental workshops; learn how to make collections and handouts for the lesson. Part of the practical and laboratory classes should be conducted in schools, where the student has the opportunity to get acquainted with various types of modern lessons, learning systems. Orientation to the formation of students' pedagogical experience of teaching biology determines the nature and content of pedagogical practice, during which students must master a variety of professionally significant activities that are becoming more complex. An important area of activity of students during the period of pedagogical practice is the study of the pedagogical experience of teachers in biology lessons.

Methodological training should provide a pronounced professional and pedagogical orientation of the educational process at a pedagogical university, covering all courses of study, effective adaptation of biology students to perform the functions of a teacher in the context of the introduction of school standards of the second generation, and the constantly changing requirements of the inefficiently conducted educational reforms today.

Methodological training of students is aimed at forming a system of methodological skills that serve as the basis of methodological culture.

The system of methodological training of a biology teacher should be focused on the study (study) of the pedagogical process, analysis of the situation (activities, techniques, methods); elimination of gaps, inconsistencies in activities; comparison of existing approaches to the organization of training, selection of educational material, methodological support; correction, changes in working methods; establishing interaction with participants in the educational process; transformation, reformulation of activity goals.

Thus, the system of methodological training of biology students should include interrelated elements: a theoretical course of methods of teaching biology (and private methods), practical classes, various types of pedagogical practice and research work of students. It should ensure its quality level that meets the requirements set out in the concept of modernization of domestic education and in the standards of the third generation.

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THE INFLUENCE OF MICROBIAL PREPARATIONS ON THE ECOLOGICAL STATE OF SALINE SOILS

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ABSTRACT

The rational use of a wide range of microbial biological products in ecological farming is of great importance. Due to the activation and modification of natural control mechanisms with such preparations, it is possible to control the processes of regulation of increasing or optimizing indicators important for agriculture. In particular, the use of complex microbial preparations has great prospects in ecological farming. One of these drugs are microbial preparations “Bist” and “Bist-M”.

KEYWORDS: *Ecological, Microbial Biological Product, Salinity, Soil, Cotton, “Bist” And “Bist-M” Biological Products, Reducers (Destructors).*

INTRODUCTION

Various external products according to the results of microbiological studies: mineral fertilizers, chemical pesticides, microbiological preparations, etc., show peculiar changes in microbiological processes occurring in soils under their influence: denitrification, nitrogen fixation, biological immobilization, etc.[143, c 78-79].

For this purpose, we first tried to study the effect of biological preparations “Bist” and “Bist-M” on the ecological state (microbiological composition) of saline soils.

We repeated the field trials on cotton 3 times based on the following scheme.

Scheme of field experiments:

1. Control (dried seeds), N₂₅₀ P₁₈₀ K₁₀₀ -100%
2. Experiment -1: N₂₅₀ P₁₈₀ K₁₀₀ + “Bist” (10⁸ KOE/мл)
3. Experiment-2: N₂₅₀ P₁₈₀ K₁₀₀ + “Bist-M” (10⁸ KOE/мл).

The study of the microbiological composition of the experimental field showed that when saline soils were washed with saline, their microbiological composition changed significantly (Fig. 3.1).

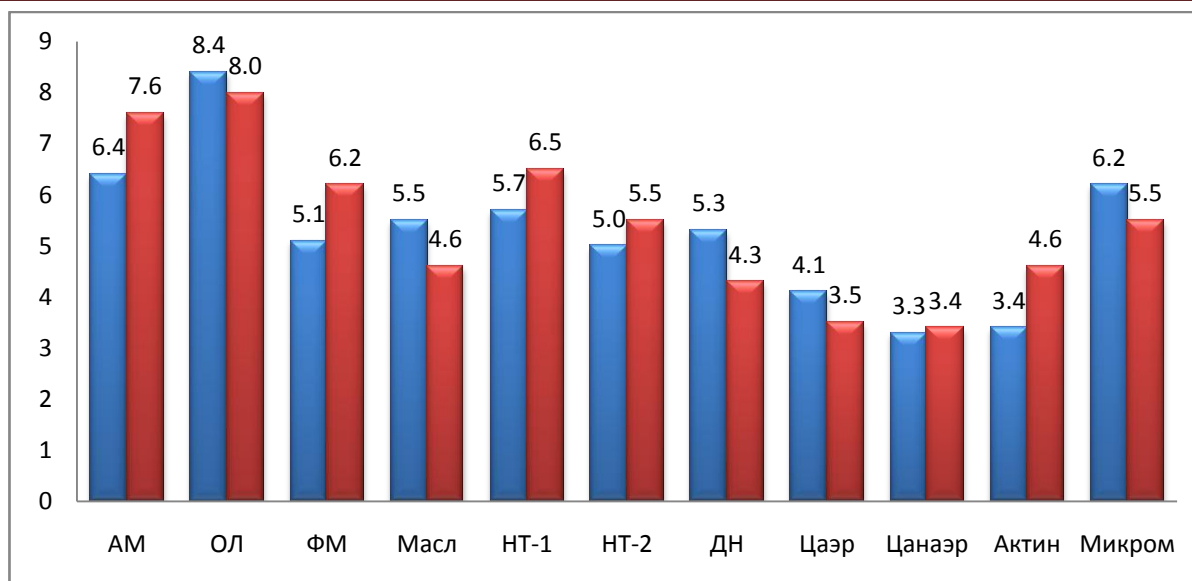


Fig. 3.1. The state of microorganisms of moderately saline soils in the washed (1) and non-washed (2) ecological state (Soils of the farm “Kalandar Yakhshibaev” of the Khorezm region, Tupraqqala district, 2018. Soil at a depth of 0-30 cm).

1-washed soil, 2 unwashed soil: AM-ammonifiers; OL - oligonitrophils; FM-phosphorus mobilizing bacteria; oil-fatty acidifiers (butyric); HT-1-phase nitrifiers; HT-2-phase nitrifiers; Dn-denitrifiers; Цаэр -aerobic cellulose breakers; Цанаэр - anaerobic cellulose breakers; actin-actinomycetes; Microm-Micromycetes. (Microbiological analysis performed in the scientific laboratory of the Department of Microbiology and Biotechnology of the Faculty of Biology of the National University of Uzbekistan).

As a result of washing, it was noticed that ammonifiers, phosphorus-mobilizing bacteria, nitrifiers of the 1st and 2nd phases, actinomycetes, which serve to increase soil fertility and determine the ecological state of the soil, are washed out with water, an increase in the number of fatty acid microorganisms, denitrifiers, aerobic cellulose destroyers and micromycetes, and the number of anaerobic cellulose decomposers and oligonitrophic microorganisms remained almost unchanged (Fig. 3.1).

Organic substances containing less than 2% nitrogen in their composition are immobilized to the maximum extent in the cells of microorganisms, and a greater amount of nitrogen-containing substances are dissimilated and converted into ammonia [144, c 186-188].

When studying the effect of biological preparations “Bist” and “Bist-M” on the number of ammonifying microorganisms in washed and not washed soils, an increase in their number was noted in washed soils compared to non-washed soils.

Based on the results obtained, it can be concluded that in the phase of cotton budding, the biological preparations “Bist” and “Bist-M” contribute to the mineralization of easily decomposable nitrogen-containing organic matter in the soil, and this improves the ecological state of the soil. The reason for this conclusion is the increase in the amount of ammonifiers in washed soils.

A decrease in the number of ammonifiers was noted in the phases of flowering fruiting and fruit ripening (in the control it was 5.2×10^8 KOE /g, in the experiment this figure was 3.9×10^8 KOE /g). This indicates that in the variants of the experiment, nitrogen-fixing organic compounds in the soil are actively decomposed and ammonia is formed. This, in turn, indicates that cotton is provided with organic forms of nitrogen in a timely manner.

In the experimental variant of unwashed soils (3.9×10^8 KOE/g), a significantly increased amount of ammonifiers was observed than in the control (2.7×10^7 KOE/g). In other phases of the cotton vegetation, the amount of ammonifiers gradually decreased. This indicates that the biological preparations "Bist" and "Bist-M" processed nitrogen compounds in mineral fertilizers without using nitrogen reserves in the soil.

When checking the action of biological preparations "Bist" and "Bist-M" in separate experiments, it was observed that the amount of ammonifiers in soils with the use of "Bist" is 10-12% higher than in soils with the use of the biological preparation "Bist-M". This indicates that the biological product "Bist-M" had a 10-12% stronger effect on the ammonification process than the biological product "Bist".

Oligonitrophilic bacteria have the ability to absorb atmospheric nitrogen and convert carbon into a form suitable for plants, i.e., into humus. This group accumulates microorganisms in the soil, enriching the soil and plant with carbon in an easily digestible form. Therefore, a versatile study of microorganisms belonging to the group of oligonitrophils serves to increase soil fertility and improve its ecological state. In variants with the use of biological preparations, oligotrophic microorganisms are able to grow even on a nutrient medium with a very low nitrogen content, which allows them to grow in an environment unfavorable for other microorganisms, this allows them to participate in certain stressful situations [145, c 151-153]. These properties also explain the participation of microorganisms belonging to this group in increasing the amount of humus in the soil.

The number of oligotrophic bacteria in soils when using the biological product "Bist-M" is 3.5×10^6 - 4.9×10^6 KOE/g, and this shows that it almost doubled compared to the control variant (1.7×10^6 - 2.5×10^6 KOE/g). These results show that in the experimental variant, the plant is better provided with easily digestible forms of carbon formed during the mineralization of humic substances. Another indicator that allows assessing the ecological state and fertility of the soil is the process of nitrification, since the rate of nitrate formation is an important indicator of soil activity [146, p. 3092-3094].

Field experiments have shown that the nitrification process proceeds differently in eroded and non-washed soils.

For example, in phase 1, which oxidizes ammonia (ammonium) to nitrite anions, the number of nitrifying bacteria in the soil in the variant with KOE-100% (6.7×10^5 - 1.1×10^7 KOE/g) was observed to increase almost 10 times in the first three phases development of plants that the maturation phase decreased by the same amount (1.7×10^1 KOE/g). In unwashed soils, the number of nitrifying bacteria in the 1st phase decreased by 2.5-3.0 times in the experimental variant (in the phase where the plant formed 3-4 true leaves), increases almost 2 times in the flowering phase of the plant (3.7×10^2 - 4.0×10^2 KOE/g), however, it was observed that the number of these bacteria decreased again during the maturation stage of the cotton fiber. Phase II nitrifying bacteria (these bacteria convert nitrite anions into nitrate anions - $\text{NO}_2^- \rightarrow \text{NO}_3^-$) and we

observed that in the washed soils, the amount remained almost the same in the first 3 variants of plant vegetation in the experimental (with “Bist-M”) and control (without biological preparation) variants (1.8×10^1 KOE/g and 1.7×10^1 KOE/g). Interestingly, in the phase of cotton fiber maturation, their number was less than in the control (3.8×10^2 KOE/g).

Although the number of nitrifying bacteria in washed soils in phase II (when 3-4 true leaves appear) and in the flowering and maturation phases is somewhat lower than in the control variant, much more is observed in the budding phase. The obtained results and their analysis show that in plants treated with the biological product throughout the growing season, nitrogen nutrition is much better than in the control.

Under anaerobic conditions and when the content of nitrates in the soil is above the norm, denitrifying microorganisms reduce them to molecular nitrogen. It is known from the literature that the process of denitrification manifests itself in many strains of bacteria belonging to the genera *Bacillus*, *Pseudomonas*, *Micrococcus*, *Achromobacter* [147, p. 287].

It is shown that the influence of biological preparations “Bist” and “Bist-M” on the development of denitrifying bacteria also depends on the ecological state of the soil. For example, in washed soils, the action of biological preparations additionally differs depending on the phases of plant development. If the number of denitrifying bacteria decreases in the phases that gave 3–4 true leaves and fruiting (1.8×10^2 - 3.7×10^4 KOE /g), it was noticed that their number increased in the budding phase (1.1×10^7 KOE /g), however, in phase of flowering and fruiting, no difference was observed between the control and experimental variants.

Observation of the development of denitrifying bacteria in unwashed soil showed the following results:

- in the phase of formation of true 3-4 leaves, the difference between the experimental and experimental variants is practically absent;
- In the phases of budding, flowering and fruiting, maturation, the number of denitrifying bacteria in soils where cotton was sown decreased (2.2×10^5 - 1.1×10^7 KOE /g) compared to the control.

It is known that phosphorus-mobilizing bacteria are useful microorganisms for plants. The ability to mineralize insoluble or, rather, poorly soluble phosphorus compounds into organophosphorus compounds has led to a growing interest in the study of these bacterial species [148, P.2].

The action of the biological product “Bist-M” is somewhat different from the biological product “Bist” due to the addition of the phosphorus-mobilizing bacterium *Bacillus subtilis*, a salt-resistant bacterium. In the soil sown with seeds treated with the Bist-M biological product, phosphorus mobilizing bacteria enter the soil along with the seeds and multiply in the root rhizosphere in accordance with the ecological state of the soil. Reproduction continues throughout the growing season of cotton.

During the vital activity of these types of bacteria, plants get the opportunity to feed [149, p 2-4] with phosphorus in a form convenient for them.

In the experiments carried out in the initial 2 phases of cotton vegetation on washed soils, the following was observed: an increase in the number of phosphate-mobilizing bacteria, in phases that give 3-4 true leaves and observed in the budding phase, and amounted to (2.1×10^6 KOE / g).

In the maturation phase, the number of phosphate-mobilizing bacteria ($.7 \times 10^6$ - 2.1×10^7 KOE /g) in the control and experimental variants was much higher than in the control variants (1.7×10^6 - 4.2×10^6 KOE /g). It is interesting to note that such a ratio between the experimental and a control variant was preserved in almost all phases of cotton development.

From the latest literature data, it is known that the decomposition of complex natural polymeric compounds, especially non-nitrogenous compounds such as cellulose, starch, lignin in the soil, occurs under the influence of cellulose-decomposing bacteria, actinomycetes and microscopic fungi (micromycetes) [150, p. 119].

In the experiments carried out, it was found that the number of microorganisms with this property has different values in both washed and non-washed soils. For example, it was found that in the washed soil in the experimental variant (1.1×10^6 KOE /g), the content of cellulose-destroying aerobic bacteria is significantly higher than in the control (1.3×10^2 KOE /g). However, such a change was observed only in the initial 3 phases of the cotton vegetation: in the phase of 3-4 true leaves, the phase of bud formation and flowering, and in the maturation phase, there were practically no differences between the control and experimental variants. In unwashed soils, the number of aerobic bacteria that break down cellulose increased in the first 2 phases (3.4×10^5 - 0.9×10^6 KOE /g), while the amount of the flowering-harvest phase slightly decreased (5.1×10^5 KOE /g), and in the control and experimentation in the maturation phase, it was noticed that there is no difference between the variants.

Reducing the number of anaerobic bacteria that break down cellulose under the influence of "Bist-M", in the phase of formation of true leaves and flowering-fruiting, in washed soils, in the experimental version (6.1×10^3 - 9.7×10^3 KOE /g), in the stage of budding and ripening, the yield increased by almost 2 stages (5.8×10^3 - 4.7×10^5 KOE /g) compared to the control.

Cellulose-destroying bacteria in unwashed soils showed that in the experimental variant (3.8×10^2 - 4.1×10^5 KOE /g) there was one stage (0.9×10^2 - 4.9×10^4 KOE /g) more than in the control at all stages of cotton development. Based on the above experimental data, it has been shown that the processes of decomposition of cellulose-containing compounds of complex structure in the experimental variants proceed faster and more intensively than in the control groups.

In the experimental variant on washed soils with butyric acid bacteria in the initial stage of cotton development (at the stage of formation of 3-4 true leaves) and in the maturation phase, a number of low (2.9×10^2 - 3.1×10^4 KOE /g) were noted, at the budding and flowering phases, fruiting was observed 1 level higher than in the control (1.3×10^6 - 1.6×10^7 KOE /g).

It was noted that the number of oil-fermenting bacteria in unwashed soils was higher than in the control (1.8×10^5 - 1.9×10^6 KOE /g) in all phases of the cotton vegetation. It is known that these bacteria have the ability to create conditions for plant nutrition with nitrogen.

The fact is that the provision of soils with mineral nutrients, and hence their ecological state, largely depends on the number and quality of actinomycetes. Because actinomycetes have the ability to break down various carbon-containing compounds. In particular, it was revealed the role of actinomycetes and their metabolites in the decomposition of difficult-to-decompose compounds of plant and animal tissues, as well as the cyclic nucleus of humic acids [151, p. 68-69].

The degree of decomposition of organic matter also depends on the number of actinomycetes involved in this process. In our experiments, the following results were obtained:

- in the washed soils, in the phase of appearance of 3–4 true leaves, a decrease in the number of actinomycetes in the experimental variant (1.9×10^4 KOE /g);
- An increase in their number (3.4×10^4 – 2.1×10^5 KOE /g) was noted in the phases of budding, flowering and maturation.

In the washed soils, the number of actinomycetes at all phases of cotton development was higher in the experimental variant than in the control.

Micromycetes in the soil perform very important functions. Firstly, a large number of phytopathogenic micromycetes are found in the soil; secondly, micromycetes of a saprotrophic type of nutrition, actively participating in the destruction (decomposition) of various plant residues, contribute to a decrease in the reserve of infection in the soil; thirdly, antagonistic fungi provide the antiphytopotogenic potential of the soil [152, p 107-108].

It is shown that the use of biological preparations “Bist” and “Bist-M” reduces the number of micromycetes relative to control at all stages of cotton development, both on washed and non-washed soils and under various environmental conditions.

Thus, based on the results of the study, the following conclusions can be drawn:

- Biological preparations “Bist” and “Bist-M” to a certain extent increase the number of microorganisms useful for plants in the soil, regardless of the ecological state of saline soils (washed and unwashed);
- biological preparations “Bist” and “Bist-M” lead to a decrease in the number of micromycetes and denitrifiers in the soil;
- the influence of biological preparations “Bist” and “Bist-M” on the number of micromycetes and denitrifiers, depending on the ecological state of the soil in washed soils, was faster than in unwashed ones.

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OPPORTUNITIES OF AGROTURISM IN PARKENT DISTRICT

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ABSTRACT

The article analyzes the data obtained as a result of the study of the agro-tourism potential of Parkent district, identifies the tourist potential of the district, opens opportunities, identifies tourist facilities. The fact that its territory is surrounded by mountains gives a unique charm to its nature, and as you cross the boundaries of the district, its diversity becomes apparent. The region's natural water sources include dozens of streams and more than 500 springs. The water sources of the left tributaries of the Chirchik River are Parkentsoy, Boshqizilsay and Aksakotasay Parkent.

KEYWORDS: *Ecotourism, Agrotourism, Tourist Potential, Agrotourism Facility, Farm, Route, Hotel.*

INTRODUCTION

New prospects for tourism have opened up in our country, and large-scale projects are being implemented in various directions. In particular, in recent years, new types of tourism such as ecotourism, agrotourism, mountaineering, rafting, geotourism, educational tourism, medical tourism are gaining popularity. Today, the development of tourism in the regions is relevant through the study of tourism opportunities in the regions.

MAIN PART. The Parkent district we are exploring was one of the ancient settlements, famous for its rich nature and temperate climate. According to archeological data, the first humans appeared here in the Paleolithic period. Geographically, Parkent district is located 48 km east of Tashkent, in the western foothills of the Chatkal mountain range in Middle Tianshan. The fact that its territory is surrounded by mountains gives a unique charm to its nature, and as you cross the boundaries of the district, its diversity becomes apparent. Because the relief consists of foothill plains, hills, and mountainous areas, the district climate is also divided into vertical zones and is characterized by a variety of features. Typical gray soils are found in the plains, dark gray soils in the hills, and brown mountain-forest soils in the mountain zone.

Due to its natural location, the territory of Parkent district belongs to the Tashkent-Mirzachul sharp continental climate zone. The region is surrounded by mountains, with rivers and streams in its bosom, which creates a unique temperate microclimate. The average annual air temperature is 12.80S and the annual precipitation is 536 mm. As in our sunny land, the sun shines on the fog lands for more than 3,000 hours a year. The region's natural water sources include dozens of streams and more than 500 springs. The water sources of the left tributaries of the Chirchik River are Parkentsoy, Boshqizilsay and Aksakotasay Parkent. Dozens of waterfalls at the headwaters of

the rivers add a unique beauty to the natural landscape. These facilities will allow organizing and developing ecotourism in the region.

Parkent is also famous for its resorts. There are camps and holiday homes that operate during the summer season, more than a dozen children's summer resorts, and a number of enterprise parks. These holiday homes serve more than 10,000 citizens of our country and abroad throughout the year. It should be noted that there are huge untapped reserves in the district.

There are several scientific and industrial institutions in the district. The Sun Complex of the Academy of Sciences of the Republic of Uzbekistan, the Institute of Materials Science, the Magnitionosphere Observatory of the Institute of Seismology, the Animal Base of the Zardob Vaccine Research Institute, the Sogok Hydro Melioration Station and the Mining and Forestry Department contribute to the development of Uzbekistan. Chatkal Biosphere Reserve with unique flora and fauna is a beauty of the region's nature.

Chatkal State Biosphere Reserve is one of the oldest nature reserves in Central Asia. The reserve was established in 1947 in the eastern part of Parkent district, in the Chatkal mountain range of Western Tianshan, in order to preserve the nature of the Tashkent region as a standard. In 1986, at the third session of the UNESCO Council, it was included in the list of the world's largest nature reserves, and in 1991 received the certificate of the International Biosphere Reserve.

The reserve is a large ecotourism facility with a unique nature. Its flora includes more than 1,000 plant species belonging to 68 families. The fauna of the reserve consists of 200 species of birds, 33 species of mammals, 11 species of reptiles and 4 species of fish. Plant species such as Gray and Kaufman tulips, Pskom onions, Koopman normushki, ravens, small eagles, eagles, black hawks, polar bears, pigs, owls, which are rare in nature, are found in the reserve. The Parkentsoy, Boshqizilsay, Serkalisay and Kattasay rivers and dozens of their tributaries start from the reserve. Many large and small waterfalls add a special charm to the mountain gorges.

There are 25 rural settlements in Parkent district. We will briefly dwell on the location, nature, eco-agro-tourist potential of some of them.

The famous village of Champagne is located 16 km southeast of Parkent, between Sanganaksoy and Ugamsay. The village was founded in 1947. The village is named after the French region of Champagne because of the cultivation of vinobop grapes in the surrounding areas and their processing in a winery built during this period.

Located 20 km southeast of Parkent on the right bank of the Boshkizilsay, Nevich is one of the oldest villages. To the east is the experimental base of the Uzbekcoinot Scientific Production Association, a holiday home and a tourist site. There are also petrographs inscribed on the rocks. Archaeological excavations have revealed traces of ancient settlements, cemeteries and metallurgy.

Located 18 km south-east of the district center, in the western foothills of the Chatkal mountain range, on the banks of the Sogoksay River, the village of Sogok is famous for its springs. Today, the spring "Chashma" has become a favorite place for tourists. "Soqoq" resort is famous in our country and abroad for its weather, natural location, healing spring waters. In the mountainous part of the village there is a mountain reclamation station, and at the meteorological station there is a mountain forestry "Parkent".

Hisarak village is located 8-10 km north-east of Parkent, on the right bank of Parkentsoy, at the foot of Mount Surenota, at an altitude of 1000-1150 m above sea level. In the village there is a complex "Sun", a holiday home "Sumcha", summer camps. The village is famous for its springs such as Kotirbulak, Chashma, Kosibjonbuva, Chinor, Kochkakbulak. It is planned to organize agro-tourism at the Hisarak Giyohi farm in the same village.

Kumushkon village is located 18 km northeast of Parkent, on the right bank of the upper reaches of Parkentsoy. The ground level is in the range of 1300-1400 m above sea level. Polymetallic ores were mined in the rural area in 1946-1958. After the completion of mining, a tourist attraction "Kumushkon" was established in the village. The place is famous not only in Uzbekistan but also abroad for its fresh air, elegant climate and beautiful nature.

Agriculture and animal husbandry are the main branches of the district's agriculture. They in turn are divided into several specialties. The district's agriculture specializes in grain growing, viticulture, horticulture, melons and potatoes. It is natural that the agricultural products grown on private and farms operating in the villages of the district and the process of their cultivation attract the attention of tourists. It is planned to organize agro-tourism and create conditions for the reception of tourists at the farms "Hisarak Giyohi" and "Zarkent Sahovati" operating in the region.

Parkent's sweet grapes and fruits have long been popular. Parkent grapes are famous in Uzbekistan and abroad for their ecological purity, high juice and other properties. More than a hundred varieties of grapes are grown in the vineyards of the district. Vinobop such as Nimrang, Soyaki, Muscat, Tarnavi, Izobella, Saperavi, Kaberne, Rkatseteli, Bayan-Shirey Pino; Food varieties such as Shivilgoni, Khojahrai, Toifi, Parkent, Husseinini are widespread. The market is always dynamic due to the exportability of varieties such as Toifi, Parkent, which are resistant to long-term storage and temperature changes.

CONCLUSION. In short, the favorable geographical location of Parkent district near Tashkent, developed highways, pleasant climate, clean ecological conditions, high quality agricultural products, the process of their cultivation, the traditions of the population associated not only with agritourism, but also its history, ancient monuments, Archaeological sources provide opportunities for the development of other types of tourism.

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UZBEK NATIONAL POP MUSIC VIEW

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ABSTRACT

This article describes in detail the history, development and current problems of the Uzbek national variety. It is also important to increase the role and status of Uzbek national pop art in the education of young people, the creation of musical works in national-modern ways.

KEYWORDS: Variety, Nationality, Tradition, Singer, Song, Orchestra.

INTRODUCTION

Thanks to independence, Uzbek music has been gifted with the opportunity to create freely on traditional and national themes. The development of Uzbek art and the discovery of new aspects of it has become a major issue for art devotees. There are wide opportunities for the development of pop art in our country. Given the fact that this field is addressed to millions of listeners, and especially its great impact on the spiritual upbringing of the younger generation, a number of documents aimed at its development in accordance with the requirements of the new era were adopted..¹

In recent years, certain work has been done in our country to develop modern pop art. The state pays great attention to this area, the interest of the general public, especially young people, in pop art is growing, new creative groups and singers are emerging.

At the same time, there are shortcomings and shortcomings in improving the culture of pop art, professional development of pop artists, creating conditions for young artists to fully express their talents. Along with mature musical works that serve to educate our people in the spirit of love for the Fatherland, devotion to the ideas of national independence, due to the irresponsibility of the authorities and some pop groups and soloists, shallow, artistically weak songs are included in concert programs, radio and TV channels. distributed through cassettes, negatively affecting the work of spiritual education. The work of the Ministry of Culture, Uzteleradio, Uzbeknavo touring and concert association to coordinate the activities and repertoire of creative teams and soloists is unsatisfactory.

Therefore, in the art of pop music of Uzbekistan, from the point of view of today, there is a column of urgent and very problematic tasks and specific achievements. Historically, in 1957, a new trend emerged in the musical life of the Republic. The name of the laureate of this world festival, singer Botir Zokirov, spread like wildfire. In particular, his song "Arabic Tango" captivated the audience and became a favorite singer of the people. New songs performed by Botir Zokirov began to appear. The multi-ethnic people of Uzbekistan looked forward to each of his performances on stage, on radio and television. There were rumors about Botir Zokirov,

various epics began to appear, he sang with such pain that he had a lung disease, and the fans showed signs of compassion, sadness and regret for him.

Botir Zakirov's name soon spread in the fraternal republics, the former Soviet Union and around the world, attracting audiences with his magical songs. After the adoption of this genre of art by our Uzbek people, in 1959 the variety orchestra "Uzbekistan" was formed and the composer was appointed conductor Jan Frenkel, and Botir Zokirov took over the artistic direction.²

Talented singers Luiza Zokirova, Bahrom Mavlonov, Yunus Turaev, Eson Kandov, Natalya Nurmuhamedova, Ismail Jalilov began to create in the variety orchestra. The performances of the Uzbekistan Variety Orchestra were eagerly awaited by our people. At the same time, in 1964, the talented conductor, pianist, arranger E.P. A large variety orchestra was formed under the direction of Jivaev. Singers Muhabbat Samaeva, Rano Sharipova, Klara Jalilova, S. Singers such as Rakhimov and Alla Iospe have been praised for their creative work.

The above-mentioned orchestras were close to jazz music, enriched with multi-voiced, European musical instruments such as saxophones, trumpets, trombones, percussion instruments, rhythm, that is, European means of musical expression, giving the songs a special charm in a beautiful arrangement and captivating the audience.

The fact that there are so many genres today is a growing interest in pop art among our youth. The emergence of various groups is promoting the name of our young independent Uzbekistan in the world. If we look at the recent development of pop art, in a short period of time, unprecedented number of pop singers in Uzbekistan. Singers such as Kozim Qayumov, Nasiba Abdullaeva, Yulduz Usmanova, Kumush Razzokova, Mansur Toshmatov have made a great contribution to the development of pop art in Uzbekistan. The acclaimed Yalla ensemble under the leadership of People's Artist of Uzbekistan Farrukh Zokirov has been a great success and has become one of the favorite artists of our people. Elderly composers who have made a significant contribution to the development of pop art in Uzbekistan should be remembered: Mutal Burhanov, Manas Leviev, Ikrom Akbarov, Sharif Ramazanov, Gafur Kadyrov, Sayfi Jalil, Enmark Salihov, Khairi Izomov, Eduard Kalandarov and middle and young composers Alisher Ikramov, Doni Ilyasov, Artists like Anor Nazarov are also creative, working on harmony, new interpretations in arrangements, new research.

President Shavkat Miromonovich Mirziyoyev is also closely assisting in the development of the pop genre. This is evidenced by the opening of variety departments in art schools in all regions of the country, the establishment of a variety college in Tashkent, the opening of departments of pop singing and pop performance (piano, guitar, percussion, wind instruments) in more than 300 children's music schools.

Variety art contributes to the formation of the youth of Uzbekistan, the development of their thinking in the world, keeping them on a par with world civilization. The songs, dances, clips, costumes, artistry, lyrics sung in pop songs add meaning to the content of our daily lives, connect with the youth of all countries of the globe and play a great role in the study of life, lifestyle.

Nowadays, the number of pop singers in our variety is growing day by day, but, unfortunately, most of them are amateur singers who do not have musical knowledge, are unaware of vocal exercises and at the same time do not have their own style of performance. Today, our country pays special attention not only to art, but also to other areas, and if everyone chooses the right

profession according to their abilities, I think such tragic situations will end. and this, in turn, will further enhance the culture and prestige of our country.

The pop genre is initially characterized by the fact that its scope of application is extremely wide. In this regard, the following comments are noteworthy: "The bright, colorful, abrupt changes, but not interconnected variety concert, showed that virtually all artistic creations are" able "to absorb samples of almost all types of art, from poetry and circus. Finally, in contrast to philharmonic concerts and theatrical performances, qualities such as distinctive communication, light connection between the audience and the performers became the basis of the performing nature of pop art. In particular, the constant, direct contact with the audience during the performance led to the emergence of a variety genre, such as a conference. When analyzing the term "variety" in the field of performing arts, it should be noted that its defining factors and qualities are "lively, original simple musical forms, sometimes the authors' bright, well-directed intonation and" mass "approach to dance." These ideas apply to the Uzbek musical culture, mainly in the 1920s and 1950s. This is the historical reason why the beginning of the twentieth century was a period of dramatic renewal in Uzbek music. Due to the new socio-political situation, the compositional creativity of European music culture, as well as new forms of concert, began to emerge. In this regard, it is safe to say that the national music scene did not prevent the concept of "variety" from entering our cultural problems.

In the early years, it was achieved through the promotion of artistic creativity in order to politicize the life of society, to portray it in the minds of the general public. One of the most useful genres was song. Traditional Uzbek songs, yalla-lapars, were brought from the family context to the political scene of the society, first updated in terms of themes, and then their forms began to change. Tamarakhonim and Muhiddin Qori Yakubov, active performers of such songs in 1920-30, became famous at that time. The lapars performed by Tamarakhonim, although they are characterized by theatricality, have further enriched the stage. The genre, which is performed in the form of an argument with Qori Yakubov, began to be performed alone, one by one. Similar updates have also taken place in the performance of song and yalla genres.

Samples of traditional folk music were an important basis in the formation of Uzbek pop music. This was mainly due to the fact that they were danced and performed in a light tone. At the same time, it is fair to say that this situation has become one of the most important means of ensuring the national basis of Uzbek pop music.

It should be noted that the musical works and melodies created since the time of independence are remembered among the people as songs praising the Motherland, Independence, Independence, the country about the nation. Like all forms of art, new conditions, new opportunities and systems have been introduced for the development of popular culture and art - pop singing and performance. By the Decree of the President of the Republic of Uzbekistan dated April 5, 1996, the Uzbeknavo touring and concert association was established. In 2001, the Resolution of the Cabinet of Ministers "On further development of the art of pop singing" (No. 272 of June 26, 2001) was published. The resolution was chaired by Erkin Vahidov, Hero of Uzbekistan and People's Poet of Uzbekistan. The National Council for the Development and Coordination of Pop Art was established, with its main task:

- *Coordination of the activities of pop groups, soloists and other artists, protection of their creative, economic and legal interests;*

- *Defining the role of modern pop art in the development of Uzbek musical culture, ideological and artistic directions, the principles of its development in harmony with national and universal values;*
- *Preparation of recommendations for national holidays, festivals, contests, shows, folk festivals and other cultural and educational events;*
- *Organization of monitoring of national pop art, holding various conferences, scientific and creative symposiums on the development of the industry, the establishment of its own periodicals;*

Nominations of artists who make a worthy contribution to the development of the industry were nominated for state awards, the establishment of its own prestigious awards, pop stars, first of all, spiritual and material encouragement of young people, recommendations to relevant educational institutions and so on.

In order to increase the effectiveness of work on the development of pop art, the Uzbeknavo tour-concert association has been liquidated, on the basis of which the Uzbeknavo variety association will be established. A council of creative support groups has been set up under the auspices of the association. The decision of the Cabinet of Ministers of the Republic of Uzbekistan opened a wide way for the creative activity of not only entities operating in the field of pop singing, but also groups and individuals engaged in the performance of music in general, and set appropriate tasks for representatives of this field.

In particular, it was necessary to issue special permits (licenses) by the Uzbeknavo Variety Association, depending on the creative prestige, skills, professionalism and level of repertoire of artists. This content was an important factor in setting the standard of professional performance, while limiting the negative impact of shallow, artistically weak songs on spiritual education work.

The status of self-licensed artists has been equated with that of professional performers. Simply put, a special organization has been set up to support and develop real creativity. The Uzbeknavo variety association will lead the activities of the Republic of Karakalpakstan and its regional branches, as well as ensure the centralized management of the tasks set by the organization, as well as ensure artistic and ideological integrity. Uzbeknavo was created by Anor Nazarov, Rustam Abdullaev, Habibulla Rakhimov, Avaz Mansurov, Mirhalil Mahmudov, Khurshida Khasanova, Aydin Abdullaeva, Alisher Ikramov, Alisher Rasulov, Doni Ilyasov, Bahrulla Lutfullaev, Dilorom Omonullaeva, Sultanali Rakhmatov and others. Works at Mustaqillik, Navruz, "Uzbekistan is my homeland", "Nihol", "Sharq taronalari", "Tarona", "Yangi nomlar" and dozens of other international and republican competitions, festivals, forums, festivals, talk shows began to grow.

It is no exaggeration to say that the national pride reflected in the songs, devotion to the Motherland, as well as the thinking that is formed in the hearts of singers and composers - a sign of serious research in pop music, the process of finding new directions. Today's songs, today's heroes, criticisms of demanding scholars on the subject are appropriate, of course, but songs such as the original, which cover today's topics and are rich in artistic and musical expressions, are also played in our country.

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MOOCS AND KEY ROLES OF LIBRARIES

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ABSTRACT

Concerns about librarians' place in a Massive Open Online Courses (MOOC) context have been raised. In the MOOC setting, librarians play an important role, as shown in this manuscript. A survey of the literature on the work that librarians perform to assist professors and students in their educational, teaching, and research endeavors were conducted. As said, librarians are collaborating with academics to help them make the shift from conventional classroom instruction to the MOOC-specific teaching needs. Some librarians are actively participating in the creation of MOOCs, while others are taking use of the ones that are already accessible to further their careers as librarians. Copyright is a serious problem that has to be addressed. Copyright clearance is one area where librarians can play an important role, says the author, since they can help students learn about their rights as well as provide information literacy training and alert them to MOOCs that could be of interest to them. A library of open access resources that librarians may suggest for MOOCs should be developed.

KEYWORDS: *Massive Open Online Courses, MOOC, MOOC and Libraries*

INTRODUCTION

There seems to be an inherent conflict between the interests of libraries and MOOCs, according to Wu, as libraries only licence digital content for use by students enrolled in the institution's courses and other faculty members. This sparked a discussion on librarians' place in a MOOC setting. If you're a librarian who wants to keep up with the ever-evolving world of MOOCs, you'll want to keep an eye out for these developments.

Since MOOCs vary from traditional online and face-to-face courses, the topic of how and where library services fit into the MOOC paradigm arose. It is claimed that MOOCs may be used to educate a large number of students at the same time, without the difficulties that are encountered in classroom learning at institutes of higher learning. MOOC companies like edX, Futurelearn, Udacity and Coursera are now cooperating with universities to offer MOOCs like iTunes U, while other schools are building their own MOOC programmes.

MOOC and Use Cases

Higher education has been impacted by a surge of disruptive technology innovations, prompting us to reconsider how we teach, learn, and deliver educational materials. Massive open online courses (MOOCs) provide a unique set of difficulties and possibilities for libraries as their audience and quantity continue to rise. This new market may require us to reevaluate our ability to function in an increasingly complicated online environment. Students in MOOCs all around

the globe may soon be asking librarians to offer access to copyrighted and licenced electronic materials. In order to accommodate an unprecedented number of students, both within and beyond the university's walls, will we have the necessary technological means? Laws pertaining to MOOCs, such as intellectual property rights, privacy concerns, and local ordinances, must also be addressed. It is possible that, after exhausted all possible means of saying no to a tough shift, we may collaborate with all stakeholders and help mould a MOOC model that better meets our personal requirements while we still have the opportunity.

MOOC and Integration Aspects

Predicting whether MOOCs will be a success or a flop is becoming a popular but fruitless game. Ten U.S. public university systems have signed contracts with Coursera, but the industry continues to develop and shift in unforeseen ways. As of April 2012¹, Coursera, the most popular MOOC provider, has more than 4 million registered users pursuing 453 different courses.

Initially, MOOCs provided hundreds of thousands of independent students outside of the institution with access to free courses established by top colleges, such as Stanford, the Massachusetts Institute of Technology (MIT), and Harvard. It was only recently that the online education company Coursera revealed that they had developed relationships with 10 public universities to offer courses that could be taken for credit by students at those institutions. Other MOOC giants Udacity and EdX are joining the fray, developing their own online content for credit-bearing courses at San Jose State University (SJSU), the University of California Irvine, and the Georgia Institute of Technology, which will launch the first MOOC-based master's programme for 10,000 students in the fall of 2014.

MOOC providers like these and others have sparked passionate discussion on college campuses around the country. From whether or not the new approach would further disenfranchise academics, scholars disagree on everything. The experience with MOOCs in the academic setting has had mixed outcomes so far. University of California San Jose (SJSU) reported unsatisfactory student performance with the usage of Udacity's online-only math and statistics courses in an experiment last spring, and SJSU indicated it will stop the course until January 2014 and make improvements.

Psychology and programming were added to the SJSU Plus pilot course offerings for this summer, which resulted in better test scores for students than in previous years' face-to-face parts. Better content, more faculty time, and an entirely new group of SJSU Plus students during the summer session were all cited by founder Sebastian Thrun on his blog as reasons for the improved results, but he did not explain why some online sections performed better than the traditional ones during that summer. Asked an SJSU spokesperson about the SJSU Plus pilot, "I'm not sure how to account for it," she said. For the most part, students who enroll in SJSU Plus are not matriculated students at the university. Asynchronous courses would enable students to work at their own speed when SJSU is on break. "Tinkering" is a term used to describe the process of redesigning a course. There's no one-time bargain for us.

Offerings by MOOCs

The advent of massive open online courses (MOOCs) comes at a time when many universities are facing severe financial difficulties. It is estimated that "six in ten schools and universities confront financial sheets with flat or falling net-tuition income." Colleges and universities are

being pushed to rethink their economic models due to the disruptive nature of technology innovation in higher education, according to the research company Gartner. The availability of classes and the demand from students are causing problems for educational institutions, which has an effect on tuition, income, and the time it takes to finish a degree [1].

In the minds of many, online courses are the solution. Hennessy called online learning "our greatest chance" for making high-quality education more broadly available at an affordable price. Legislators in California saw MOOCs as the solution to their overburdened public university systems, and they were ready to pass into law an online education bill that would establish incentive grants for California's public universities to offer full credit for MOOCs to students who they couldn't accommodate in classrooms.

The bill's progress was halted, however, when three public university systems revealed plans to increase their online offerings. As things stand right now, there aren't many choices for expanding access to higher education while keeping prices down, increasing the number of courses available, or letting schools and universities expand their reach beyond the usual temporal and geographical boundaries that confine them. MOOCs may open up a wider range of educational possibilities. Rather than charging students \$350 to \$750 each credit, SJSU provided online for credit Udacity math courses for \$150 per course. With Coursera, students at SUNY may now save up to two-thirds on their online education costs while also transferring up to one-third of their MOOC credits earned at other SUNY campuses. In our institutions and for a wide spectrum of students, however, would this scenario be successful

Academic research on MOOCs revealed that "the courses attracted adult, casual learners who were not worried about course completion" in the International Review of Research in Open and Distance Learning. In light of "the increasing focus on degree completion, one would wonder whether it is good for universities to trend toward the high dropout rate common with MOOCs," Harry Pence of SUNY Oneonta raises the problem that A recent study of MOOC students on the Canvas Network revealed that awarding credentials or college credit might enhance MOOC completion rates, although it is not yet apparent how many students will enroll in MOOCs for credit.

MOOCs in Full Swing: Massive Open Online Courses

The "flipped classroom," a hybrid educational style in which students view video lectures in advance and perform "homework" and engage with a faculty member during real classroom sessions, has shown that MOOCs, despite the platform's youth, are most successful as a complement.

When SJSU teamed with EdX to provide three versions of an introductory electrical engineering course, it performed its own experiment to evaluate the flipped classroom model. SJSU professors and SJSU students collaborated to construct an MITx course (the MIT model of EdX) for a flipped class, which was then used for brief lectures and group activities in the classroom. "The principal benefits are that students cannot fall behind because they must complete the homework to keep up with the classwork, which is done in groups, so those who fail to keep up immediately stick out," wrote an SJSU spokeswoman in an e-mail. Face-to-face classes for the second and third portions were also available. Only 55% and 59% of students passed in the face-to-face classes, respectively, after taking the flipped course. The Officials at San Joaquin State

University were encouraged by the findings and announced intentions to offer blended courses on additional CSU campuses in the future.

McKinsey, a management consulting organisation, predicts that the flipped classroom will be a key part of higher education's hybrid future. In a "campus-centric" atmosphere, students who can afford to pay extra would study in brick-and-mortar classrooms while also watching lectures online. Digital-centric education, on the other hand, may be supplemented with self-organized study groups, as is currently occurring with MOOCs and is far less expensive [2].

As OCLC Research Library Partnership vice president James Michalko warned us in an email conversation, it's crucial not to get bogged down in the present form of online education since it's always evolving. The text-based discussion boards used in MOOCs may be turned into technologies that allow students to connect socially in a more natural manner as more universities experiment with MOOCs," Michalko stated.

In addition, not all future online courses will be MOOCs. Distinct learning items such as tools or topic-specific modules "may be broadly deployed to enhance individual teaching and learning in the future," says Harvard President Alan Gerber. In other words, not everything of what the institution has to offer will constitute a full term of study.

Since its inception, MOOC development has come from the most prestigious institutions, which first gave their open-source classes as a way to assist students in their first courses. In the initial deal, Coursera planned to limit its North American partner base to institutions who are members of the Association of American Universities. (AAU). When suppliers of online courses seek out to non-AAU partners (such as the ten public colleges listed earlier in this article) to grow their partner base, things change rapidly. It's becoming more and more common for MOOC providers to experiment with various monetization tactics, and media expert Clay Shirky fears that the temptation to make cash may force them to interfere with academic traditions of sharing. Commercial suppliers "start off well in the beginning then extract the last lucrative dollar over time," according to this statement.

It is imperative that MOOCs become commercially viable in order for the industry to continue to grow at such a fast pace. Currently, each MOOC provider has a unique approach to this goal [3].

Coursera

With \$22 million in seed funding and an additional \$43 million secured by the end of 2013, Coursera, the largest participant, started. In its early contracts, it experimented with several monetization tactics for the otherwise free MOOCs, such as charging students a nominal price (tens of dollars) for a certificate of course completion. Starting in January 2013, Signature Track generated \$1 million in sales, which might be an early indicator of profitability.

By allowing other parties—such as textbook publishers—to licence copyright-protected Coursera resources as additional material for payment and profit sharing, everyone who purchases the textbook will also have free access to the MOOC material. The analysis and selling of data "arising from popular involvement" constitutes a third source. Lastly, fees might be charged for providing organisations with leads on suitable employment seekers from among course participants. University partners with Coursera generally get 6–15 percent of the course revenue and 20 percent of the overall profit from their partnership.

The new contract for Coursera is a substantial departure from the previous one. University partners pay a licence fee under this agreement to test Coursera platform-based pedagogies. One option is to use Coursera to produce their own courses and offer them to the public in the future, or to include Coursera content into the university's credit-bearing courses. While Coursera now allows universities and instructors to retain ownership of MOOC material, this condition may alter in the future. Aside from that, Coursera will share "individual and aggregate analytic data" with the institution in order to help students study more effectively.

We contacted the chief librarians of the universities that have collaborated with Coursera to find out how their institutions intend to provide remote access to their electronic resources for students outside of the university shortly after the announcement of the agreements. To our surprise, we received replies from three different chief librarians in response to our inquiry. Their schools were in the early phases of preparing to enable MOOC instructor-student interactions on campus. UT Knoxville's library director, Dean Steve Smith, says this is an experiment to explore whether the Coursera platform can be used to give online education to students. "I have a team working on this right now, but we are still in the very early phases of thinking about it." "These are concerns that we will be dealing with as MOOCs increase here," stated Mary Beth Thomson, senior assistant dean at the University of Kentucky. At the University of Tennessee, Chattanooga, Theresa Liedka, the university's dean, stated, "This is a chance for UTC to test the Coursera platform with a small group of students, but the class size will remain the same. We just learnt about the UTC course selection this week, so we haven't even begun to make plans for the next fall semester."

Udacity

The profit-making With \$15 million in startup money, Udacity sparked the MOOC revolution and receives a portion of its income from firms like Google and Twitter for producing customised courses for their employees. First MOOC-based master's degree in computer science was developed by Udacity with Georgia Tech and AT&T in June 2013. An 80 percent reduction in the price of the online programme, which will cost \$6,630, signified a new trend in MOOC viability. Georgia Tech and Udacity anticipate to make \$4.8 million in profit by the end of the third year; Georgia Tech will get 40% of the profit and Udacity the remainder.

EdX

The non-profit sector Harvard University and MIT, two of EdX's early partners, each contributed \$30 million to the enterprise. A wide range of institutions, including the 15-campus University of Texas system and the prestigious Harvard and MIT, are now offering programmes via EdX. Each participant maintains ownership of their MOOC content. 24 A secondary objective of EdX's is to conduct research on students' learning processes and the ways in which new technologies might enhance them [4].

Companies from Around the Globe

Of course, Khan Academy, MOOC Factory, and Udemy are only a few of the many firms throughout the globe providing MOOCs for K-12, higher education, and professional development. Learning about diverse business models and their influence on education standards, such as privacy and sharing, can help academic libraries prepare for the new legal terrain ahead.

The Law and MOOCs

Libraries at academic institutions must devise new approaches to dealing with the challenges that MOOCs provide. It's possible, according to Mirick O'Connell attorney Amanda Marie Baer, that contracts between Coursera and EdX and educational institutions will no longer be neutral in regard to academics' or universities' ownership interests when materials used in MOOCs migrate from print to digital. 26 One of our sources, K. Matthew Dames, interim dean of libraries at Syracuse University and director of the Copyright and Information Policy Office, warns that the question of who owns the ancillary material that students contribute during class could turn into a major individual copyright issue or, worse, a massively complex joint copyright issue [5].

When it comes to copyrighted content in an online course (like a MOOC), librarians are increasingly being called upon to help teachers understand the correct breadth of the fair-use rule, according to speakers at a recent OCLC conference. Librarians have the chance to offer alternatives to utilising third-party resources — such as referencing, hyperlinking, or embedding copyrighted sources — and to advocate for the use of open-access materials that extend students' knowledge of a subject. As Harvard's manager of Faculty Research and Scholarship, Kyle K. Courtney explains, "Copyright conversation may lead to alternate resources discourse; librarians are experts at it." The copyright regulations for MOOCs must also be developed by libraries. Kevin Smith, Duke University's Scholarly Communications officer, says that "done well, they address ownership difficulties."

University copyright policies may be re-examined as a result of MOOCs. Scholarly work is now owned by faculty members rather than the institution, as is the norm under the "work for hire" provision. The copyright-ownership pact between universities and professors may be altered by the MOOC movement. Faculty copyright ownership in scholarship may be rewritten under the guise of MOOCs, according to Dames. Additionally, colleges can consider MOOCs as a way to replace unproductive full-time faculty members with part-time instructors who will be responsible for instructing students. When it comes to MOOC material created by part-time teachers, universities are likely to claim copyright ownership.

Keeping track of how students learn is another issue that might arise, although for colleges and institutions, on how to protect their personal information on the MOOC platform itself. According to the Family Educational Rights and Privacy Act (FERPA), which prohibits the publication of student information at risk of losing federal funding, Coursera's data analytics may detect student learning patterns, which have ramifications for privacy rights. It is possible that students' privacy might be put at risk due to a lack of defined regulations regarding the acquisition of student data. There are numerous colleges and MOOCs that lack clear standards on student data collecting, according to Hanover Research's "Trends in the Use of Learning Analytics" research. MOOC providers, on the other hand, outline how their students' data may be used, including the option of selling it to third-party partners, but often only if the student opts in to do so. As a precautionary measure, Hanover advises colleges and universities to set up a data governance committee to oversee the implementation of data standards, privacy rules, and de-identification of student data.

Libraries and MOOCs

This new frontier in online education requires not just limiting copyright risk and promoting new services, but also setting the groundwork to connect students to the Internet and other networks.

With thousands of participants simultaneously downloading or streaming audiovisual content, Dames said, most universities lack the ability to run a MOOC [6].

In the same way, MOOCs will need the development of a new licencing model that makes library materials available to a large national and international market. Libraries often provide resources to walk-in customers, but limit remote resource access to those with a college or university affiliation. If the population is known, this approach works quite well; with MOOCs, it does not.

Patrons and businesses might benefit from an opt-in approach. The library's electronic materials are available to students who pay for a premium subscription, however some MOOC students may not use them at all. There would be a mix of fixed expenses and a per-item fee under this arrangement (article or manuscript). The MOOCs provider might provide ID information to the library as part of the registration process, making library service a part of the course. Customers who only use the library's MOOCs would be separated from the rest of the library's users. Traditional students and faculty would be distinguished from MOOC patrons logging in remotely by setting up an authentication schema (like EZ Proxy). Institutions could limit the amount and speed of downloads for MOOC students by allocating a specific Internet Protocol (IP) range for them.

Additionally, librarians might track MOOC consumption independently from the university's and verify that pirates aren't downloading the whole database by segmenting students into groups. It is the vendors' responsibility to guarantee that access to their licenced databases is tightly managed and that the marginal income from new users is worth the risk. This includes database businesses, publishers, and aggregators. The establishment of more robust security measures is made possible by the use of a separate authentication mechanism for MOOC students. Another possible approach is a system that restricts access from two or more geographically dispersed regions at the same time. You could also restrict access to a particular device.

MOOC students who pay a fee will only have access to resources provided by vendors if vendors are willing to experiment with offering library access as an opt-in service. Vendors may come to view this as an additional revenue stream worth the extra risk if they see revenue commensurate with usage for this group of students [7].

The Future of MOOCs

There are signs that higher education's enthusiasm for MOOCs may be waning, despite the large number of investors and universities jumping on the bandwagon. According to Dan Greenstein, director of postsecondary education at the Bill & Melinda Gates Foundation, which has been a major supporter of the MOOC experiment, there isn't an overarching educational approach guiding the development of MOOCs. According to Greenstein, "We've plunged straight into the chase without much of a conversation about the challenges [MOOCs] may enable us to tackle.

Many people may be reminded of the dot-com bubble, when the stock values of new Internet businesses skyrocketed before going bankrupt in 2001. After the detritus had settled, the three remaining dot-coms—Facebook, Google, and Amazon—were game-changers. Following their "peak of inflated expectations," institutions are now expressing disenchantment and innovation fatigue with MOOCs, according to what Gartner refers to as the "hype cycle phase of digital innovation." The next phase of the cycle may see higher education gaining a better understanding of the MOOC innovation's aim and approach [8].

There can be little question, however, that no matter how the MOOC phenomenon unfolds, the vast volumes of intellectual property stored in our libraries' digital repositories will be of interest to multiple stakeholders, suppliers, and consumers.

Librarians are uniquely qualified to address these issues because of our work at the nexus of technology and pedagogy, and our knowledge of the larger implications and impacts of technology on education, learning, and research. Flipped classrooms require specific infrastructure and licenced resources that can be made available to faculty and students. MOOC services we offer will be shaped by how this form of online education develops on our campuses, Michalko says in an interview. It's possible that library support for these courses would include the creation or provision of supplemental materials or the clearance of course materials' rights. There are a number of ways in which libraries might promote online education if the institution is mainly a consumer of online education [9].

Our experts in instructional technology, licencing and preservation, as well as copyright and open access, should join or lead any cross-institutional MOOC teams, Michalko suggests. This includes the university's support team for MOOC development as well as the library's copyright and open access staff.

According to Michalko, "during the times where libraries were hesitant to assist and sluggish to reorganise their resources and waited to see what may emerge, they missed possibilities for their own university." Libraries should not lose out on the opportunity to become engaged in the future of MOOCs on campus.

New possibilities for librarians to lead and guide in advising administrators, teachers, and students on developments in higher education are opening up with the advent of massive open online courses (MOOCs). In the meanwhile, we must first conduct an in-depth research and analysis of the MOOC environment so that we may better influence the discourse around MOOCs and their successors [10].

Faculty from universities and colleges, as well as instructors from other sorts of organisations, teach courses offered via these or other providers. The provider's platform is used to provide courses to students. A searchable collection of MOOC course descriptions from providers such as edX, Coursera and Udacity can be found at Class Central.

This subject was addressed in a recent Library Journal news release that highlighted the possible roles that libraries may play in this emerging trend. The creation of MOOCs, the provision of assistance to students, and the preservation of MOOC material are only a few examples.

Of course, not all MOOCs require students to write papers or perform any research beyond the links they are supplied by the lecturer, and these students may not need the services of a library. As MOOCs extend into the humanities, students may find that extra library resources are more necessary. Librarians may also assist students who are new to college and need more assistance with their prescribed readings [11].

Students who are already acquainted with higher education and know how to perform in college courses fare better in MOOCs and other online courses, according to new edX statistics. In addition, a study conducted by the Community College Research Center at Columbia University Teacher's College found that weaker students lost more ground while taking online classes than stronger students. Librarians may help MOOC students by providing face-to-face coaching and

counselling, library resources, and study aid, according to these results. It may be more difficult to assist MOOC students than conventional ones, however, since a single MOOC attracts more students than an entire institution.

CONCLUSION

Libraries and librarians have not been mentioned in connection with any of these platforms. When it comes to "embedded librarians," you'd need a lot of them," he says. For students who aren't prepared for a course, several experts propose that faculty members who teach MOOCs connect to peer-reviewed research guides, as well as the tutorials and research guides accessible through their associated library's website. MOOC providers' academic libraries might play a crucial role in developing an appropriate preservation system for MOOC material, which is another essential aspect. Some of the most fundamental services for MOOC students may be provided by public libraries, such as access to the equipment needed to begin taking courses in the first place. A librarian can help students who don't have internet access at home, and many of them may also require help with technology, which a librarian can give. The public library might also become a gathering place for MOOC students to meet and socialise with one other. In a recent Chronicle piece, Merrilee Proffitt, senior programme officer at OCLC, emphasized that libraries shouldn't hurry to add MOOC support into their core services just yet.

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OUR EXPERIENCE IN THE TREATMENT OF HIRSCHSPRUNG'S DISEASE IN CHILDREN

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ABSTRACT

Hirschsprung's disease remains one of the most severe congenital malformations of abdominal organs in children requiring complex reconstructive surgical interventions. Despite the high incidence of the disease and dangerous complications of both the disease itself and the course of the postoperative period, there is no modern single algorithm for the diagnosis and treatment of children with Hirschsprung's disease. Technical features of the bowel reduction, the residual agangliosis zone lead to the need for repeated operations. Despite the apparent study of Hirschsprung's disease, there are still problems of its diagnosis and treatment in children.

KEYWORDS: *Hirschsprung's Disease, Surgery, Colostomy, Children.*

INTRODUCTION

Hirschsprung's disease — congenital megacolon, intestinal agangliosis. According to European studies of recent years, mortality in Hirschsprung's disease ranges from 0 to 3% [1]. A number of authors indicate that in the first year after surgery, the mortality rate is 9% [2]. At risk are patients with Down syndrome, recurrent hirschsprung-associated enterocolitis and total agangliosis. Technical features of bowel reduction, residual agangliosis zone lead to the need for repeated operations [3].

There are very few works devoted to Hirschsprung's disease with a super-short form [4]. Despite the successes achieved, unsatisfactory treatment results remain. Great importance is attached to the quality of life of children with this pathology [5, 6]. At the same time, there is practically no data of such studies in children with a super-short form of the disease.

Despite the apparent study of Hirschsprung's disease, there remain problems of its diagnosis and treatment in children.

The purpose of the research: diagnosis and determination of treatment tactics in various clinical forms of Hirschsprung's disease in children.

Material and methods of the research: This work is based on the analysis of the results of diagnosis and treatment of 245 children with various clinical forms of Hirschsprung's disease.

All patients were treated in the Department of Neonatal surgery and the Department of General Surgery No. 2 of the 2nd clinic of the Samarkand State Medical University for the period from 2008 to 2017, there were more boys - 173 (70.5%), girls - 72 (29.5%). Children under 6 months 97 (39.6%), under 1 year 39 (16%), 1-3 years 47 (19.2%), 3-5 years 30 (12.2%), 5-7 years 13 (5.3%), over 7 years 19 (7.7%). The examination complex included a targeted survey of parents, a thorough history collection, a finger examination of the rectum, an overview radiography of the abdominal cavity, passage of the gastrointestinal tract, ultrasound sonography, irrigation. After a complete clinical and laboratory, instrumental examination, the following anatomical forms of Hirschsprung's disease were identified (Table 1).

TABLE 1 DISTRIBUTION OF PATIENTS WITH HIRSCHSPRUNG'S DISEASE BY AGE AND ANATOMICAL FORMS OF THE DISEASE

Age	Anatomical forms of the disease				Total
	rectal	recto-sigmoid	subtotal	total	
up to 1 years old	102(41,6%)	27 (11,4%)	5 (2%)	3 (1,2%)	137 (56,0%)
1– 3 years old	35 (14,2%)	11 (4,4%)	1 (0,4%)		47 (19,1%)
3 – 5 years old	21 (8,6%)	7 (2,8%)	-	2 (0,8%)	30 (12,4%)
5 – 7 years old	12 (4,9%)	1 (0,4%)	-	-	13 (5,3%)
> 7 years old	17 (6,9%)	1 (0,4%)	-	-	18 (7,3%)
Total	187 (76 %)	47 (19,2%)	6 (2,45%)	5 (2,0 %)	245 (100%)

Table 1 shows that the rectal form was more common, it was diagnosed in 143 (58.3%) cases, rectosigmoid was noted in 89 (36.5%), subtotal form in 6 (2.4%), total form in 7 (2.8%) patients. Of 245 patients, 14 (5.7%) underwent colostomy during the newborn period.

Results and their discussion: All children complained of persistent constipation, lack of independent stool, decreased appetite, increased abdominal size, lack of effect from conservative therapy. Young children were admitted in a serious condition with fecal intoxication.

Treatment tactics depended on the length of the aganglionic zone and the severity of the course of the disease. In the rectal form, the compensated course of the newborn was carried out one or two-fold anal opening devulsion. With the rectosigmoidal form of decompensated flow, subtotal and total form, a colostomy was superimposed above the aganglionic zone. The basis of radical surgical treatment of Hirschsprung's disease is the etiological principle of removing the affected part of the intestine and reducing the anatomically and functionally normal part of the intestine.

Radical operations were performed from the age of one year. Surgical interventions were performed in an open way using the techniques of Duhamel-Bairov in rectal forms of u-78 (55.3%), and in rectosigmoid forms of u-31 (22%) and according to Soave-Lenyushkin in rectal forms of u-21 (14.9%), and in rectosigmoid forms of u-11 (7.8%) patients. After the Duhamel-Bairov operation, 15 patients had partial fecal incontinence, the cause of which was a posterior rectum spur (sail), which was eliminated by repeated application of the Bairov clamp. After the Soave-Lenyushkin operation, 3 patients had early falling off of the stump of the reduced intestine and intestinal retraction.

CONCLUSION

Thus, with an ultrashort segment of Hirschsprung's disease, a compensated course was conservative treatment, and with decompensated currents, colostomy was applied to young children as preparation for radical surgery, followed by radical surgical intervention according to Duhamel-Bairov or Soave-Lenyushkin.

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FEATURES OF METHODS OF SURGICAL TREATMENT OF CONGENITAL LYMPHANGIOMAS IN CHILDREN

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ABSTRACT

Lymphangiomas are mature, benign tumors originating from lymphatic vessels, Lymphangiomas can be external (cervical, cervical-axillary-thoracic) and internal (mediastinal, internal organs, retroperitoneal, pelvic). The most common are cervical lymphangiomas - from 74% to 82%. Due to the genetic relationship of lymphangiomas to blood vessels, in particular, to the venous system, their radical removal presents certain difficulties, where they are located close to the main vessels of the neck, axillary region, mediastinum and other localizations. There is no consensus on the question of the stages of excision of lymphangioma. If no one has doubts about the rationality of simultaneous surgical intervention. There are practically no works that raise the question of the cosmetological side of surgical interventions undertaken to remove lymphangiomas. Radically cure lymphangioma by surgical removal is possible only in 75% of cases.

KEYWORDS: *Lymphangioma, Children, Sclerotherapy, Surgical Treatment.*

INTRODUCTION

Lymphangiomas occur as a result of the vicious development of the lymphatic system in the embryo, starting at 6 weeks of age. They belong to mature, benign tumors originating from lymphatic vessels. Lymphangiomas can be external (cervical, cervical-axillary-thoracic) and internal (mediastinal, internal organs, retroperitoneal, pelvic). The most common are cervical lymphangiomas - from 74% to 82%, cervical-axillary-thoracic lymphangiomas occur in 6% of patients, mediastinal localization - in 10-16% of patients, in the abdominal cavity - 1-2%, retroperitoneal location - y 1-2% of patients, pelvic localization - y 1-2% of patients [1, 2].

Due to the genetic relationship of lymphangiomas to blood vessels, in particular, to the venous system, their radical removal presents certain difficulties, where they are located close to the main vessels of the neck, axillary region, mediastinum and other localizations [3]. In this regard, the lymphangiomatoustissue, which is difficult to remove, and therefore remains on large vascular trunks, serves as a source of tumor recurrences, which occur from 6.4% [4, 5].

In addition, there is no consensus on the question of the stages of excision of lymphangioma. If no one doubts the rationality of simultaneous surgical intervention in the removal of intracavitary lymphangiomas, then there are 2 points of view regarding superficial lymphangiomas, especially those with large sizes. One group of surgeons considers it expedient to remove the tumor at the same time, another group of surgeons adheres to the stages of the operation. There are practically no works that raise the question of the cosmetological side of surgical interventions undertaken to remove lymphangiomas. Radically cure lymphangioma by surgical removal is possible only in 75% of cases [6, 7].

Purpose of the research. Analysis of the results of various methods of surgical treatment of lymphangiomas of various localization.

Material and methods of the research. In the period from 1994 to 2019, 186 children with lymphangioma of various localizations were operated in the 2nd clinic of the Samarkand State Medical University. After a complete clinical and laboratory examination and adequate preoperative preparation, the patients were subjected to surgical treatment. Depending on the surgical tactics, they were divided into 2 groups: the control group of 162 patients operated on between 1994 and 2015 - they underwent conventional surgical treatment, which consisted in complete excision of lymphangioma within the surrounding healthy tissues, and the main group of 24 patients who received inpatient treatment in the period from 2016 to 2019, who were minimally invasive surgical treatment in the form of lymphangioma sclerotherapy was applied. This treatment tactic consisted in lymphangioma puncture, which was carried out under the control of ultrasound sonography. The contents of the lymphangioma were aspirated, then doxycycline was injected at a concentration of 10-20 mg / ml, followed by 4x (1 time per day) administration of doxycycline into the lymphangioma cavity through the cannulas left. On the 4th day, the cannulas were removed, a control ultrasound Dopplerography of the residual cavity was performed. In the multicameral form of lymphangioma, cannulas, under ultrasound control, were inserted into each separate cavity of the multicameral cyst.

Results of the research. Lymphangiomas in children were assessed according to the following indicators: the course of the postoperative period, the presence or absence of suppuration of the residual cavity, the nature of wound healing, the patient's stay in the hospital (bed-day), the duration of temperature (day), ultrasound signs of suppuration and relapse of the disease.

In table 1 below, we give an example of the results of surgical treatment of patients in the control group.

TABLE 1 INDICATORS OF THE POSTOPERATIVE PERIOD IN THE OPERATED PATIENTS OF THE CONTROL GROUP

Localization of lymphangiomas	Terms (days)		Hospital stay (days)
	decrease in body temperature	days in intensive care	
Cervical-head (n-151)	3,2	4,1	7,7
Torso (n-28)	2,6	3,9	12,8
Limbs (n-7)	2,1	1,4	9,3
Total (n=186)	2,6	3,1	9,9

As can be seen from table 1, on average, in the operated patients of the control group, the normalization of body temperature averaged 3-4 days, the stay in intensive care was about 3-4 days, the average stay of patients in the hospital was 7-13 days.

In contrast to the control group, in the main group, these indicators were significantly lower, as shown in Table 2.

TABLE 2 INDICATORS OF THE POSTOPERATIVE PERIOD IN THE OPERATED PATIENTS OF THE MAIN GROUP

Localization of lymphangiomas sclerotherapy	Terms (days)		Hospital stay (days)
	decrease in body temperature	decrease in body temperature	
Cervical-head (n-15)	2,9	-	7,9
Torso (n-8)	3,1	-	8,1
Limbs (n-1)	2,0	-	7
Total (24)	2,6	-	7,6

Table 2 shows that the patients in the main group did not need to be in the intensive care unit after surgery, since the sclerosing drug was administered under local anesthesia, there were no side effects, and after surgical treatment, they were transferred to a regular inpatient department. In this group of patients, the normalization of body temperature averaged 2-3 days, they were not in the intensive care unit, and most importantly, the duration of stay in the clinic did not exceed 8 days.

Despite various methods of treatment, there were no complications in the early postoperative period in the form of wound suppuration, relapse of the disease, and suture divergence in the control group.

The study of long-term results is an objective criterion for evaluating the effectiveness of surgical treatment of patients with lymphangiomas. When checking long-term results, the tasks of studying the health status of patients were set. The evaluation criteria were the study of the following factors: clinical signs; the condition of postoperative scars and the presence of a relapse of the disease. All the treated patients were under dispensary supervision and were periodically examined in the clinic. The catamnestic examination was carried out in terms from 1 to 15 years.

We considered the long-term results to be **good** in those individuals who did not complain after the surgery, the general physical condition corresponded to their age, postoperative scars do not rise above the skin surface, the latter are soft and painless on palpation, there is no relapse of the disease.

We considered the results **satisfactory** in cases where patients complained of periodic pain in the projection of the postoperative scar, which rise above the surface of the skin, dense and slightly painful on palpation, there is no recurrence of the disease.

Unsatisfactory results were considered when patients complained of pain in the projection of the postoperative scar, the latter are rough, rise above the surface of the skin, soldered to the underlying tissues and deform the surrounding soft tissues, a relapse of the disease is noted (Table 3).

TABLE 3 LONG-TERM RESULTS OF SURGICAL TREATMENT OF LYMPHANGIOMAS

Groups	Good	Satisfactory	Unsatisfactory	Total
Main (n=24)	21 (87,5%)	3 (12,5%)	–	24 (100%)
Control (n=162)	117 (72,2%)	37 (22,8%)	8 (5%)	162 (100%)
Total (n=186)	138 (74,2%)	40 (21,5%)	8 (4,3%)	186 (100%)

As can be seen from Table 3, good results were achieved in the main group of 21 (87.5%) than in the main group of 117 (72.2%). The same results were noted when analyzing the satisfactory results of the treatment, in the main group they amounted to 12.5% to 22.8% of the control group. It should be noted that unsatisfactory results were detected in the control group – 5.0%, in the main group they were reduced to 0%.

Thus, in the period from 1994 to 2019, 186 children with lymphangioma of various localizations were operated in 2 clinics of the Samarkand State Medical University. After a complete clinical and laboratory examination and adequate preoperative preparation, the patients were subjected to surgical treatment. Depending on the surgical tactics, they were divided into 2 groups: the control group of 162 patients underwent conventional surgical treatment, which consisted in complete excision of lymphangioma within the surrounding healthy tissues, and the main group of 24 patients who received minimally invasive surgical treatment in the form of lymphangioma sclerotherapy. This treatment tactic consisted in lymphangioma puncture, which was carried out under the control of ultrasound sonography. The contents of the lymphangioma were aspirated, then doxycycline was injected at a concentration of 10-20 mg / ml, followed by 4x (1 time per day) administration of doxycycline into the lymphangioma cavity through the cannulas left. On the 4th day, the cannulas were removed, a control ultrasound Dopplerography of the residual cavity was performed. In the multicameral form of lymphangioma, cannulas, under ultrasound control, were inserted into each separate cavity of the multicameral cyst.

The analysis of the immediate results of treatment showed that, on average, in the operated patients of the control group, the normalization of body temperature averaged 3-4 days, the stay in intensive care was about 3-4 days, the average stay of patients in the hospital was 7-13 days.

Unlike them, the patients in the main group did not need to be in the intensive care unit after surgery, since the sclerosing drug was administered under local anesthesia, there were no side effects, and after surgical treatment, they were transferred to a regular inpatient department. In this group of patients, the normalization of body temperature averaged 2-3 days, they were not in the intensive care unit, and most importantly, the duration of stay in the clinic did not exceed 8 days. Despite various methods of treatment, there were no complications in the early postoperative period in the form of wound suppuration, relapse of the disease, and suture divergence in the control group.

The study of long-term results is an objective criterion for evaluating the effectiveness of surgical treatment of patients with lymphangiomas. The evaluation criteria were the study of the following factors: clinical signs; the condition of postoperative scars and the presence of a relapse of the disease. All the treated patients were under dispensary supervision and were periodically examined in the clinic. The catamnestic examination was carried out in terms from 1 to 15 years.

Long-term treatment results were evaluated on a 3-point scale: good, satisfactory and unsatisfactory. Good results were achieved in the main group of 21 (87.5%) than in the main group of 117 (72.2%). The same results were noted when analyzing the satisfactory results of the treatment, in the main group they amounted to 12.5% to 22.8% of the control group. It should be noted that unsatisfactory results were detected in the control group – 5.0%, in the main group they were reduced to 0%.

CONCLUSIONS

Analysis of the results of surgical treatment of lymphangiomas of various localization has shown that the generally accepted traditional method of treatment is quite effective, but requires the patient to be in the intensive care unit after surgical treatment, unlike in the main group, due to the fact that surgical treatment is carried out under local anesthesia, this is not required. The proposed minimally invasive tactics for the treatment of lymphangiomas makes it possible to achieve good treatment results in the long-term period in 87.5% of patients and reduce the recurrence of the disease to 0%.

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FEATURES OF LOCAL TREATMENT OF PURULENT-NECROTIC SOFT TISSUE WOUNDS IN DIABETES MELLITUS

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ABSTRACT

Wound infection occupies one of the leading places in the general structure of surgical morbidity and is observed in 35-45% of surgical patients. Soft tissue defects of various etiologies are diagnosed in almost 2.5 million patients worldwide, about 20% of them are people suffering from diabetes mellitus. The article presents the results of complex local treatment of purulent-necrotic wounds in patients with diabetes mellitus using acerbin solution.

KEYWORDS: *Diabetes Mellitus, Purulent-Necrotic Wound, Necrectomy, Acerbin Solution, Ph.*

INTRODUCTION

Modern complex treatment of surgical infections is impossible without the use of full-fledged intensive therapy, methods of physical impact on wounds, pathogenetically justified dressings, the change of which is subject to increased requirements [1, 2].

The wound process against the background of diabetes mellitus (DM) has certain features that are characterized by pronounced microcirculatory disorders, the presence of microthrombs, the formation of a sludge phenomenon, dystrophic and necrotic processes, the predominance of the inflammatory component over the reparative, inhibition of cell proliferation, inhibition of phagocytic activity of leukocytes, incomplete phagocytosis, a high degree of microbial contamination of wound tissues, a decrease in the overall and local immunological reactivity [3, 4, 5].

Natural external factors that play a decisive role in wound healing are humidity and the value of the hydrogen index (pH) of the medium, which determine the rate of all biochemical reactions occurring in the wound [6, 7]. Since pH is a key factor in the healing process, its level must be taken into account when local exposure to wounds.

There are known medications of local action - this is the drug "Acerbin". "Acerbin" is a solution for external use, which includes malic, benzoic and salicylic acids [8, 9]. The drug has antiseptic, analgesic and wound healing properties, reduces the formation of exudate and promotes the formation of scab, granulation and epithelization. Malic acid improves metabolic processes and fluid balance in the wound area. Benzoic acid has an antibacterial effect. Due to its pH, "Acerbin" prevents the alkalization of the wound, which prevents infection and stimulates healing [10, 11]. "Acerbin" is successfully used for the treatment of burns, varicose ulcers, suppurative processes and trophic ulcers.

The purpose of the research: To study the effectiveness of complex local treatment of purulent-necrotic soft tissue wounds in diabetes mellitus.

Materials and methods of the research: The study was conducted on the basis of the department of purulent surgery of the Samarkand City Medical Association. 102 patients were examined, including 62 men and 40 women for the period 2019-2021. The average age of the patients was 59.4 ± 4 years. The control group included 50 patients who underwent traditional local treatment - wet-drying gauze bandages with standard antiseptics were used. The main group consisted of 52 patients whose local treatment consisted in purposeful correction of the pH of the wound surface at all stages of the wound process: gauze bandages with acerbin solution were applied to postoperative wounds.

The study groups and the comparison group were comparable by gender, age, severity of diabetes mellitus, the presence of concomitant diseases, types of surgical and conservative treatment.

Of the concomitant pathology, ischemic heart disease and arterial hypertension were most common.

Upon admission to the hospital in patients with purulent soft tissue lesions, along with a general clinical examination, the appearance, the presence of skin hyperemia and infiltration of the wound edges, the nature of granulation, the severity of epithelialization were evaluated. During the observation, pH was measured using portable pH meters – electronic testers with a glass electrode. pH measurement was

performed immediately after application of the solution and every 4 hours for 36 hours.

In all patients, after opening the abscess, secondary surgical treatment of wounds was performed, consisting in opening the purulent cavity with necrectomy and drainage. Subsequently, infusion, antibacterial, anti-inflammatory therapy was carried out, in patients with diabetes, correction of blood sugar levels was achieved with the help of insulin therapy.

Results and discussion:

Analysis of the results of studying the pH values of the wound zone in all patients at different stages of the wound process showed that immediately after surgery, there is a weak acid reaction in the wound, which during the first phase of the wound process becomes slightly alkaline. As the wound is cleaned and signs of healing appear, the pH changes to the acidic side, approaching the values of intact skin at the end of the third phase.

The results of studies in the control group showed that wounds in patients were cleaned of purulent-necrotic masses for a long time, granulation tissue appeared only on days 9-21. Reduction of perifocal edema and hyperemia occurred on days 6-18, filling of wounds with mature granulation tissue occurred on days 12-30, epithelialization began on days 15-33. Only 61.54% of patients in this group had complete epithelization of wounds by the end of the follow-up period.

Immediately after surgical treatment, the wound pH of patients in this group was 6.2 ± 0.11 , subsequently it shifted to the alkaline side, and was maximum (9.2) in the exudation phase. During the epithelialization phase, its values were in the range of 8.0 ± 0.14 .

Thus, when studying the pH in patients of the control group, a more pronounced latching of the wound was revealed, which persists at all stages of the wound process. Even in the case of complete epithelization, the pH of the scar surface remained slightly alkaline.

To purposefully change the pH during local treatment in the main group, we used an acerbin solution having a pH of 2.3. An important advantage of it compared to other studied means for local treatment of wounds is stability in the external environment, absence of cytotoxicity and the ability to maintain pH with significant dilution. The task of the next fragment of the study was to purposefully correct the pH of wounds in these patients at different stages of the wound process. To do this, wet-drying bandages soaked in acerbin solution were used for the patients of the main group after surgery and throughout the entire treatment period.

When using wet-drying gauze wipes in the first phase of the wound process, after 3-4 hours, the wipes were soaked with purulent exudate, then dried, this required repeated dressings, during which it turned out that the pH of the wound surface increased to the initial one, which required repeated dressings to maintain the set pH value (on average up to 4 dressings per day). In the II and III phases of the wound process, the napkins were soaked less, but also dried out, which also required additional wetting with acerbin. Due to the increased adhesion of the gauze napkin to the wound surface, its removal led to traumatic damage to the granulations. In addition, the use of wet-drying bandages excessively dried the wound, which did not allow creating a moist environment for a long time.

The results of the experiments showed that as the gauze bandage dried (3-4 hours), the pH on its surface also changed, becoming neutral by the time the bandage completely dried.

During the clinical assessment of the course of the wound process in patients of the main group, it was noted that the relief of perifocal edema occurred on 3-9 days, the appearance of single granulations - on 6-9 days, the filling of wounds with mature granulation tissue-on 9-15 days, the onset of epithelialization on 12-18 days. The pH of the wounds in this group of patients in the exudation phase was 7.1 ± 0.1 . Subsequently, in phase 3, it decreased to optimal values (5.6 ± 0.12).

The proposed method of application of acerbin solution made it possible to carry out membrane dialysis of wounds, with a given pH value. The absorbent base of the bandage provided effective evacuation of wound exudate, which prevented excessive hydration of the wound. At the same time, the necessary moist environment was preserved on the surface of the wound. Thus, optimal conditions were created for a favorable course of the wound process.

CONCLUSIONS

Thus, targeted correction of the pH of wounds using acerbin solution allows to have a positive effect on the wound process in patients with diabetes mellitus by maintaining at a constant level the microclimate optimal for healing in the wound.

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MORPHOLOGICAL STRUCTURE OF ADHESIONS UNDER THE INFLUENCE OF OZONE IN THE EXPERIMENT

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ABSTRACT

Severe complications that may develop due to the formation of adhesions, the low effectiveness of repeated surgical interventions in preventing the development of the postoperative adhesive process, determined the preventive orientation in relation to adhesions. However, none of the currently existing methods of preventing the postoperative adhesive process can reliably prevent the formation of adhesions in the abdominal cavity. In this regard, an important direction is the search for new, more effective, pathogenetically justified ways to prevent postoperative intra-abdominal adhesion. The primary basis of this search is an experiment that allows you to identify the anti-adhesive activity of new methods of prevention. At the same time, the leading role in substantiating and proving their anti-adhesive effect should belong to a comprehensive morphological study.

KEYWORDS: Adhesive Disease, Ozone, Morphology, Experiment, Appendectomy.

INTRODUCTION

Purulent infection continues to be one of the urgent problems of medical science. In abdominal surgery of childhood, it is often necessary to deal with the most severe forms of purulent infection, one of which is appendicular peritonitis. They account for 50-90% of all purulent peritonitis in children [1, 2, 3, 4]. The mortality rate, according to various authors, remains very high and reaches 1.6-20% [5, 6, 7]. In addition, purulent peritonitis causes a large number of severe intra-abdominal complications. At the same time, the course of complicated purulent peritonitis is much more severe and the mortality rate reaches 20-35% [8, 9, 10]. One of the formidable postoperative complications is adhesive intestinal obstruction, which is the reason for repeated surgical interventions.

The purpose of the research: studying the features of the morphological pattern of adhesions under the influence of ozone in an experiment.

Material and methods of the research. We conducted experimental studies on 36 Chinchilla rabbits with a body weight of 0.7-1.2 kg, of which 12 animals were included in the control group, which did not undergo abdominal ozonation.

The main group of animals consisted of 24 rabbits, which were divided into two subgroups (12 animals in each subgroup). Rabbits of subgroup "A" after appendectomy and deserosing underwent sanitation of the abdominal cavity, the stump of the vermiform process and the

deserized areas of the peritoneum with an ozone-oxygen mixture using the OTRI-1 apparatus - for 5 minutes with an ozone concentration of 5-8 mg/l.

Rabbits of subgroup "B" were additionally injected with 20 cm³ (100 mcg) of ozone per parietal peritoneum in order to create a depot of the drug.

Animals of both groups were kept in the vivarium under the same conditions, under constant supervision, were removed from the experiment after 7.14, 21 and 30 days (three rabbits for each term). After opening the abdominal cavity, the relative position of the intestinal loops, the condition of the process stump, as well as the presence of adhesions between the stump, visceral and parietal peritoneum were evaluated. Samples of the peritoneum and adhesions were subjected to histological examination.

Results and their discussion

In animals of the control group, on the 7th day after the operation, the presence of a pronounced adhesive process was noted. The adhesions were located mainly between the dome of the cecum and the parietal peritoneum, as well as in the area of the stump of the process. The spikes were of various lengths (from 0.2 to 1 cm) and shapes (planar, ribbon-like and heavy-like).

Histological examination revealed that the basis of adhesions is loose connective tissue consisting of thin bundles of collagen fibers, between which fibroblasts and a few capillaries are located. From the side of the visceral peritoneum, smooth muscle cells grow into the thickness of the adhesions, the source of which is the middle shell of the cecum and the stump of the process. The spikes reveal a few lymphocytes, macrophages, and neutrophilic leukocytes. The surface of the adhesions is lined with mesothelial cells.

In some cases, leukocyte infiltration of the mucous membrane in the stump area is noted.

On the 14th day after the operation, the adhesive process in the abdominal cavity increases, the length of the adhesions reaches 3-4 cm. In some cases, adhesions squeeze the intestines, as a result, swollen and collapsed areas are formed. The content of collagen fibers increases, their bundles become thick and coarse. There is the presence of tissue detritus, leukocyte and macrophage infiltration.

During the study on the 21st day of the experiment, the process of spike formation progressively increases. The basis of adhesions is coarse-fibrous connective tissue with few fibroblasts, macrophages and lymphocytes. The presence of smooth muscle cells is characteristic. On the 30th day of the experiment, violations of the topographic-anatomical relationships between the intestinal loops are noted due to a large number of adhesions. Most of them have a dense consistency. The basis of the adhesions are coarse bundles of collagen fibers compactly adjacent to each other. Cellular elements are insignificant.

7 days after appendectomy, single thin (2-3) adhesions up to 1 cm long are observed in rabbits of subgroup "A". The basis of adhesions is loose connective tissue. The number of fibroblasts and capillaries is significantly lower than in the control. Infiltration by neutrophilic leukocytes and macrophages around the stump of the process.

On the 14th day after the operation, the number and size of adhesions increased slightly, they easily tear. There are signs indicating a decrease in the synthetic activity of fibroblasts: their number is reduced, the size is reduced, the content of collagen fibers is also reduced. Unlike

animals of the control group, there is no germination of smooth muscle cells in the thickness of adhesions. In the area of the stump of the process, the maturation of connective tissue is slowed down, at the same time intensive processes of detritus resorption to macrophages are observed.

On the 21st day of the experiment, single thin loose adhesions were observed in the abdominal cavity of animals of this group. The stump lies freely in the thickness of the adhesions, there are few fibroblasts and capillaries, as well as collagen fibers.

After 30 days of observation, the loops of the small intestine in the abdominal cavity lie freely. Individual flat spikes are noted, they are fragile and easily torn. The basis of adhesions is mature connective tissue from compactly arranged bundles of collagen fibers. The number of fibroblasts and capillaries is less than in the control.

In animals of both subgroups of the main group, no significant differences in the process of spike formation have been established.

The results of the experimental studies showed that the control group animals had the formation of massive adhesions in the appendectomy zone between both sheets of the peritoneum. The basis of adhesions is connective tissue with a significant number of fibroblasts, blood vessels and collagen fibers. Gross violations of topographic-anatomical relationships between intestinal loops are noted.

In the animals of the main group, a sharp inhibition of adhesion formation, a delay in differentiation of fibroblasts and inhibition of their synthetic function were revealed. The number of fibroblasts in the conditional field of vision was significantly reduced in all the studied periods (7,14,21 days) compared with the control ($P<0,001$).

TABLE 1 THE NUMBER OF FIBROBLASTS IN THE CONNECTIVE TISSUE OF ADHESIONS FORMED AFTER APPENDECTOMY AND DESEROSIS OF THE PERITONEUM. THE FIBROBLAST COUNT WAS PERFORMED IN A CONDITIONAL FIELD OF VIEW AT A MAGNIFICATION OF 40X10

Animal groups	Terms of the research (days)			
	1	14	21	30
1. Control group	15,5±0,54	13,0±0,51	5,7±0,32	4,0±0,54
2. Main group: subgroup «A»	6,7±1,45*	3,6±0,42*	2,0±0,17*	2,6±0,43
subgroup «B»	5,6±0,27*	2,6±0,32*	3,0±0,52*	2,1 ±0,3 8

Note: * - the differences are statistically significant compared to the control group ($P<0,001$).

In addition, it was found that ozone affects the process of vasculogenesis, which is due to the smaller number of blood vessels in the thickness of adhesions. There was also no germination of nerve fibers and smooth muscle cells.

Thus, experimental morphological studies have shown that the use of irrigation of the abdominal cavity with an ozone-oxygen mixture with an ozone concentration of 5-8 mg/l led to a more favorable course of the postoperative period. After ozone therapy, the severity and structure of intestinal adhesions differed significantly from those observed in the control group. At the same time, signs indicating a decrease in the synthetic activity of fibroblasts, leading to a decrease in

the process of adhesion formation, were revealed. Ozone can be recommended for use in clinical practice of complex surgical treatment of appendicular peritonitis in children.

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ABOUT SOME FEATURES OF PHRASEOLOGICAL NEOPLASMS IN THE INTERNET SPACE

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ABSTRACT

The article discusses ways to enrich the phraseological composition of the modern Russian language in new socio-cultural conditions. The structural and semantic features of stable turns that have appeared in the language of the Internet are noted. The common features characteristic of phraseological neoplasms in the language of subcultures is revealed.

KEYWORDS: *Phraseological Units, The Language Of The Internet, The Language Of Subcultures, Anglo-Americanisms, Phraseological Units With Numerals, Acronyms And Composite Words In Its Composition.*

INTRODUCTION

It is well known that the Internet space has become almost the most important platform for all forms of social communication. Therefore, web networks are becoming a new source for replenishing the lexical and phraseological composition of the language.

On the pages of Internet sites we find words and stable combinations used here for the first time or updated in connection with new social conditions.

In Internet networks, we often come across a lot of interesting and unexpected words and expressions that are an example of the word-making of the younger generation. The breadth of possibilities of network jargon allows us to look at them with full seriousness and evaluate their word-formation and semantic potential.

In this article we will try to describe stable combinations of words used in the Internet language from their semantic and structural side, consider cases of their transition into common vocabulary. Semantic features and structural diversity of language elements, their spelling and punctuation, morphological behavior in the new language environment also deserve special attention.

It is known that any language strives to reduce, save language resources, both in oral and written speech. The tendency to minimize language gives rise to new language complexes in structure. An example of such a phenomenon can be new stable combinations that include numerical expressions graphically denoted by numbers in their component composition. Compare, 146 percent /inf 146 (146%) - an expression meaning the maximum degree of reliability, confidence, completeness of the information reported; 100 K – one hundred thousand, short for one hundred Caesars; 1 cartoon – one million; scam/scheme 419 (Nigerian letters) – one of the

largest and most organized criminal scams in the world all over the world, named after the article number of the Nigerian Criminal Code.

Among the considered Phraseological units, the combination of level 80 (someone) is of interest. This expression is often joined by nouns naming a profession, occupation, activity in any field. For example, a welder of level 80, a hostess of level 80, a driver of level 80, etc. Such combinations act as a definition with a pronounced expressive shade and most often become a brief comment on popular Internet memes.

Later, an expression with a level 80 component, which meant an excellent degree of skill or outstanding abilities of a person, develops an additional emotional meaning diametrically opposite to the original one: it becomes a negative characteristic of the character. For example, similar remarks are given to humorous demotivators or videos depicting clumsy people in ridiculous funny situations, but with an ironic tinge: a linguist of level 80, a painter of level 80, an electrician of level 80, a gopnik of level 80, a stylist of level 80, etc.

The popular phrase has a synonym with a foreign-language component – 80 level (from the English level – "level") or its graphic shortened version, which appeared in order to save recording time - 80 lvl. Compare, a plumber with the 80th level, a cook of the 80th level, a linguist of the 80th lvl, a man of the 80th lvl, a mom of the 80th level, etc.

This expression has given rise to a number of stable phrases with a similar meaning: the level of God, the level of Jesus. Compare, the haircut level is God (about a magnificent or, ironically, unsuccessful haircut), etc.

Speaking about the lexical composition of modern phraseological turns, it is important to note that borrowings are increasingly present in it. As can be seen from the examples, internationalisms are present in the structure of new phraseological formations as a result of dynamic globalization processes. As you know, American culture and, accordingly, its language play a leading role in this regard. The consequence of this can be considered the predominance of internationalisms in the phraseological phrases of English, more often of American origin. Anglo-Americanisms have literally flooded the entire global network. The expression with English-language inserts are found in the texts of various websites, in all Internet forums. Quite widely FE with a foreign language component are represented in youth slang. First of all, it is a tribute to fashion. Speech enriched with foreign words looks fresher, more modern, lively and understandable for the bulk of the younger generation.

Among the Phraseological units that appeared at the beginning of the XXI century, the bulk of phraseological turns are stable combinations with foreign language vocabulary in their composition. Such designs of stable revolutions have become the most productive in recent decades. Compare: thick trolling – open provocations, in order to challenge to a duel; thin trolling – hidden mockery; in memoriz (from the English word memories – "memory") – to favorites, to keep in memory; to remove the ban (from the English. ban "prohibit, ban") – remove the ban; listen / watch online (from English on line "in listen/listen live, live, thanks cap – "cap" is shortened. from Captain, is synonymous with the expression captain evidence, a phrase indicating the well-known nature of what the interlocutor said; demotivation poster – an image in the form of a picture in a black frame with an inscription of a philosophical or humorous nature on the lower wide side of the frame; root post / top-level post - the first post (message, announcement) in a chain of messages on forums; remove under cut – cut a long post,

leave only the upper part of it visible for reading (from the English verb cut – "cut"); put a like – mark as liked; throw proof (from the English proof – "proof") – give proof, confirmation of something; Nigerian spam/ Nigerian letters – letters for mass mailing by e-mail, luring a small amount of money from the addressee, allegedly necessary for registration of a fortune in his name (a type of fraud); tag cloud – a special block on the site representing a list of tags (tags, keywords, labels); send / ban (from English. ban – "prohibit" or "ban") – impose a ban, block and, accordingly, remove the ban – remove the ban; comment on the sub – comment on the case, etc.

Among the phraseological phrases borrowed from other languages without translation, i.e. in the form in which they exist in the source language, the following stand out: OK google - a command to launch voice control in the Google application; true story – "truth, a story from life" – a replica confirming the authenticity of the story, or expressing agreement with the described situation; epic fail (from the English epic fail) – a grand failure, and an expression with the opposite meaning – epic win – a great success, a great victory; like share repost – a phrase meaning a request to spread information; forced meme – a meme consciously launched and actively promoted; friends online – an expression, meaning access only to friends, i.e. persons with whom you are friends in the blogosphere and social networks; home page is a multi-valued expression. It is used as a synonym with such nominative combinations as personal page, home page, home page. Often in speech there is a tracing paper of this expression – the home page , etc

One of the common models of Phraseological units, often used in the Internet space, are phrases that include acronyms derived from English abbreviations. For the most part, these abbreviations refer to computer terminology. Compare: calculate by IP / IP, where IP is from the English "Internet Protocol" – an expression meaning a threat to find out personal data and translate the disassembly from verbal online to physical and legal in real life; file imho, where imho (switched to w.r. - imha) from the English abbreviation In my humble opinion – "in my humble opinion", an expression meaning to publish, express your opinion; ISQ number is an identification number in the instant messaging system. The abbreviation ISQ goes back to the English combination of I seek you "I'm looking for you". In the Russian language, the name "ICQ" and a synonymous turnover – the ICQ number appeared by consonance.

Stable combinations with composite words dating back to English words can be attributed to the category of Phraseological units, which have foreign-language components in their composition. For example: to breed holivars – to provoke disputes, from the English holy war "holy war"; hashtag captured – an action carried out against a hashtag, from the English hash "grid sign" and tag "label, label" – a sign for a message in the form of a word and expression, sorting and grouping them by subject and

Along with a lot of stable turns that replenish the terminological apparatus of the Internet language, it is necessary to distinguish stable combinations that represent phraseological expressions of a communicative nature. Quite vivid examples of such are the following phrases: I have an opinion, x ... you will dispute; oh, everything; good time of day; someone is wrong on the Internet; I like (tracing paper from English I like) and under.

Among phraseological expressions there are stable constructions with various lexical inserts. They have a kind of "phraseological" potential. For example, the construction who ..., that I, is used to describe myself, my actions, experiences, and can be supplemented with any word denoting an object, action, quality. Compare: who sits at the computer until one o'clock in the

morning, I am; who sleeps four hours a day, I am; who is not a liar, I am; who cannot use a gas oven, I am under. The case forms of the components in the first part of the construction are capable of changing. For example, who is too lazy to finish reading a book, that I am; who is too lazy to walk, that I am; who suffers from insomnia, that I am; who the family is proud of, that I am; about whom there are rumors all over the district, that I am under. These expressions perform two evaluation functions: positive and negative. That is, they may sound like bragging or complaining about life.

The following construction is ..., baby is used as a remark to typical situations where a child means a naive, ignorant interlocutor in some question. Compare: this is reality, baby, there are strict rules here; this is America, baby – everything is possible here; this is a movie, baby...; this is war, baby, they can kill here, etc.

Structurally, a new phenomenon in phraseology can (with a stretch) be called expressions that are a construction of one letter and a word starting with that letter. For example, D – kindness, C – self-control, W – life (i.e. vital), D – Dima, B – Pain, T – patience, etc. They go back to the popular expression L – logic, indicating the illogicality of the judgment. These expressions carry an emotional load and are used when it is necessary to characterize an object, statement, action, etc. For example, with the expression And – Ivan, you can emphasize a positive or negative trait of the character mentioned by Ivan, hinting that the action committed by him is quite characteristic of him, habitual. More often such expressions give a negative assessment of the phenomenon.

To date, the models under consideration are very productive: all new speech units are created according to them. Such expressions are used as comments on statements, memes, pictures. However, the question of attributing such models to phraseological units is quite controversial. Such models can generate all new speech units, this is their difference from traditional phraseological turns, which are characterized by stability and reproducibility.

Currently, in the texts of Internet sites, or rather in the entire media space, there is a conscious departure from literary language norms. The source of such phenomena is the language of modern subcultures, active users of various social networks. Such groups of people do not adhere to established conservative views. Sometimes their ideology boils down to going against everything traditional, correct, normalized. First of all, this is reflected in their language. They use all kinds of techniques of stylistic, lexical, grammatical, orthoepic violations. But most often there are spelling deviations. There is a tendency of phonetic transmission of sounding speech not only of new borrowings, but also of words and expressions that have been used in the language for a long time.

A separate article will be devoted to the consideration of such neoplasms in internet-slang.

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DEVELOPMENT OF A METHOD FOR MAKING A SET OF GARMENTS FOR PATIENTS OF A SPECIAL CATEGORY

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ABSTRACT

Hospital gowns for both patients and staff can be considered as part of the environment, as they meet the requirements of good hygiene, procedures and treatment, including patient care. Another reason patients dress is to signal equality in care needs and to represent the basis for equivalent treatment. In this article we discuss about the development of a method for making a set of garments for patients of a special category.

KEYWORDS: *creation of tissue models, clothing for patients; Role; Body; An object; Patient anonymity; Environment*

INTRODUCTION

Development of a method for making a set of garments for patients of a special category is totally essential for the people who are dire need. The design process followed a scientific and systematic design approach consisting of the following four steps: needs assessment, design direction, design presentation, and final decision. At the first stage, targeted group interviews and a survey were conducted to identify the needs of patients and nurses. Based on the results of the first stage, 3 fabric models were developed with light, modern, rhythmic, modest and ordinary images using university and hospital symbols and logos. Fixed shapes with realistic and geometric features and colors including white, yellow, blue, gray and pink were chosen to create the preferred image. Each fabric pattern was made in male and female color sets. Fixed shapes with realistic and geometric features and colors including white, yellow, blue, gray and pink were chosen to create the preferred image. Each fabric pattern was made in men's and women's color sets. The following patient gowns were made from 3 fabric samples: regular U-neck hospital pajamas with 9/10 sleeves and ankle-length trousers, a long-sleeved gown with slits for breastfeeding, and a gown with a plunging back and button closure. Different size systems for males and females have been recommended for production. Self-perception is usually rooted in a healthy existence. Conversely, wearing a hospital gown may detract from individuality and may encourage acceptance of passive and dependent behaviors associated with the patient and illness. This self-image can lead to attitudes that can interfere with well-being and the healing process. The patient's clothing can also influence the relationship between patients, doctors, and nurses. It is not clear how and to what extent the patient's clothing influences the healing process and the relationship of care and treatment. The main purpose of this article is to discuss the relationships and roles that arise between patients and hospital staff when patients wear hospital gowns and, accordingly, the type of care provided and whether this affects the potential for health recovery. Patient clothing is considered part of the care

environment and plays an important role in the interaction between people and their world. According to Topo and Iltanen-Tahkavuori, clothing is an example of bodily technology and such embodiment refers to the integration of being into the world and its connection with the body and soul. Topo and Iltanen-Tahkavuori see the hospital gown as a materialized ideology, a script to be interpreted or decoded; in other words, how "patience" is understood in relation to clothing, as well as how fashion design is a technology that allows the healthcare system to manage and manage care. Wearing a hospital gown means being a patient and taking on a role. The needs of the system take precedence over the needs of the patient. Patients must sacrifice their identity and therefore cannot present themselves as morally and culturally competent participants. Hospital gowns reinforce the impersonal view of patients, turning them into an anonymous mass that reinforces the system and role distribution. The patient's clothing becomes a materialized ideology, where standardized uniforms in addition to control also cause passivity, separation and degradation. One of the hallmarks of the disciplinary power is its oversight function. The relationship between staff and patients can be strengthened by the purposeful nature of the modern healthcare system. As a result, organizations may tend to influence the responsibilities of caregivers towards more control and oversight with less care and handling. Observations of a patient entered into a computer may become more important to review and discuss than an actual physical encounter with the patient. In such a system, reminiscent of a Panopticon, it is easy to replace an individual caregiver, which can make a difference to the effectiveness of the system. While it is beyond the scope of this article to consider the dress of hospital staff, in the name of system efficiency, caregivers become more interchangeable if they are also anonymous to patients. Clothing can contribute to the depersonalization of the various actors in the healthcare system and prioritize role-playing over interpersonal coexistence. The clothing of the healthcare professional is an aspect of the medical profession that is steeped in culture and tradition. The role of clothing in cross-transmission remains poorly established, and until more definitive information is available, evidence-based measures to prevent nosocomial infections should be prioritized. This document is intended to provide general guidance to the medical community regarding clothing for healthcare workers outside the operating room. Recommendations for clothing for healthcare professionals should balance professional appearance, comfort, and practicality with the potential role of clothing in cross-transmission of pathogens. Although the optimal choice of healthcare worker clothing for inpatient care remains uncertain, we provide recommendations for the use of white coats, ties, shoes, bare feet strategy, and laundry. Institutions considering these non-mandatory measures should implement them with well-organized communication and educational efforts aimed at both healthcare professionals and patients. Today's garment-making technology has exceeded expectations, has become easier to learn and quickly adapt completely to the specific necessities of apparel designing. The fit is the most significant deciding factor related to the final acceptance or rejection of a garment. Getting to right design is as important as getting a right product with a perfect fit. The well-tailored fit is dependent on the pattern drafting integrating dimensions of the fit model having various shapes, contour and proportions. With the beginning of the industrial revolution and advances in textiles and clothing manufacturing, standardized patterns were vital to the success of ready-to-wear clothing. New technology platforms are facilitating greater flexibility in the areas of pattern designing, grading, marker making, waste reduction, increase in efficiency and accuracy of the cutting room and create accurate samples in time to help reduce costs are some advantage of using of computer-aided design system in composite garment manufacturing. Increase in product development costs, the rise in shipping charges, and awful

decision making are an entity that many businesses cannot afford. Efforts are required to drive a product to get to the market faster and are saleable. With that in mind, use of advanced technology in apparel manufacturing is an essential competitive advantage for retailers, brands, and manufacturers alike. This paper was designed to understand the various methods of pattern making systems. The aesthetic appearance, correct fit and the drape attributes of a garment depends significantly on every garment making process. Pattern making is considered as the first step in garment production. While making a garment as per design, templates are used to trace the various garment parts of similar style onto fabric prior to cutting and assembling. Generally, patterns are made of paper or cardboard templates that have become a skilled technical process over the centuries.

During the late medieval period, fabric weaving was done manually on primitive looms which were a slow and laborious process and therefore fabric was considered as a coveted commodity. Rectangular shaped fabric pieces were used for garment construction to minimize waste. The seminal art of pattern making began in the fifteenth century. In place of rectangular uncut fabric, pieces were carefully cut as per size and body's contour.¹ the art of pattern making prior to the industrial revolution was extremely revered. Tailors worked meticulously to customize patterns based on their client's personal measurements and clothing was elaborate and solely relegated for the rich. The onset of the industrial revolution marked the importance of standardized patterns for the success of ready-to-wear clothing. It is a basic garment pattern with no seam allowance from which other similar patterns are designed. It is also referred as basic pattern or foundation pattern to develop and design new patterns for garments. All basic sloper/block is based either by standard measurements or by custom measurements. Often called 'draping on the stand' is a pattern cutting method which involves muslin fabric for fitting of block garment generally on a designated dummy body of appropriate size. The designers/pattern makers manipulate, mark and adjust the three-dimensional mock-up until they satisfy on the shape and fitness. Mock-up or muslin is also referred as 'toile'. Toile is usually not neatly finished or hemmed like the actual garment would be, and they are made from a translucent cotton or linen fabric so that the design can be tested and perfected. Each component is transferred onto pattern paper and the required allowances added. Fashion trends come and go, the pattern making principles do not change. The rules and methods are always followed for designing and drafting pattern pieces. Finally, the production pattern is achieved that is correct and perfect, containing every pattern piece required completing the garment. In the production, a pattern has the seam allowance and all requisite information like grain line, style name, size, and sometimes the number of cuts.

Compression garments are special clothing containing elastomeric fibers and yarns used to apply substantial mechanical pressure on the surface of needed body zones for stabilizing, compressing, and supporting underlying tissues. They have been widely researched and utilized in the fields of medical applications, athletic applications, and body-shaping applications.

The compression therapy was believed that pressure exerted could levitate the side effects of gravity and uphold posture in order to benefit wound healing of the lower limbs. Compression therapy has also been used for the last 50 years for burn care and has been accepted to help minimize the formation of hypertrophic scars and enhance the maturation process of scars .

Compression garments have been utilized for medical reasons for many years. The use of compression garments has become widely common in sportswear. Sportswear with moderate compression distribution is widely used in athletics and fitness activities and is expected to

enhance the performance of the athletes, decrease the possibility of injury, and accelerate the process of recovery. Likewise, compressions are becoming more popular. Compression garments are used to provide support to people who stand for longer periods or people with poor circulation. In sports, some athletes wear these garments during exercise to prevent rashes and chafing. These garments also help to ease muscle stiffness and quicken recovery time in post exercise. In medicine, compression garments are used for several years to treat venous insufficiency, edema and prevent deep vein thrombosis post operation in patients. This chapter discusses the use of manikins for the compression garments in addition to the research findings. A pressure measurement system based on a hemisphere with five built-in sensors had been developed, which can monitor the static and dynamic pressure behavior of elastic fabrics. Recently, a smart mannequin with the dimension of a standard female body was developed for measuring garment pressure. The mannequin has a rigid internal layer and covered with a soft surface, and eight built-in pressure sensors are distributed on its surface. The sensors sense pressure imposed by wearing garment and fed data into an acquisition device simultaneously. The mannequin can extend transversely at the ante medial and post medial line to the maximal level of 5 cm, which may imitate the dimensions of different human body. This smart mannequin system provides a novel tool for evaluating the pressure performance of compression garments and gives reliable data for functional product development.

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CREATION OF METHODS OF MAKING NATIONAL COSTUME DECORATIVE ELEMENTS

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ABSTRACT

This article examines and analyzes one of the elements of national decoration. Each type of jewelry has its own meaning, as well as complexity in texture, color, shape and pattern. These jewels were difficult to weave and difficult to restore. That's why we paid a lot of attention to this part when creating the knitting scheme.

KEYWORDS: *Gulband, dardigazna, Qunguratlar, Juzlar, bobohur, Hapamat.*

INTRODUCTION

In the words of the scientist O.A. Suhareva: "In the emergence and proliferation of clothing, in addition to people's lifestyle, labor and climatic conditions, their cultural development, [1,56]. The growth of aesthetic tastes is also a key factor. "

For several years, the traditional artistic and material culture of the population of southern Uzbekistan (Surkhandarya region) has attracted the attention of us and our foreign researchers - archaeologists, ethnographers and other scientists. In 2003, on the basis of the Research Institute of Art History of the Academy of Arts of Uzbekistan, Boysun comprehensive scientific expedition to study the historical-archaeological and ethno-cultural heritage, musical folklore and traditional art of the region (academician of the Academy of Arts AA Khakimov [1,58,59] The expedition explored folk arts and crafts such as embroidery, carpet weaving, nightmares, weaving, and pottery.

The Surkhandarya oasis is an ancient cultural center inhabited by the first ancestors of the Uzbek people.

The territory of the Surkhandarya oasis has an ancient history, and many sources reflect on the history of the oasis. Our ancestors, who created the culture of the past, chronicles of their socio-economic life, historical, literary and artistic works, epics, legends, examples of folklore have been preserved.

Traditional costume is the most important and unique part of cultural heritage, because it reflects the stability of traditions, ecological and aesthetic ideals, social, moral norms, as well as an individual's views of the world, in which self-knowledge. The costumes of the people of Surkhandarya are stable and semi-permanent, with their diversity, unique hats, shoes and jewelry, which have different cultures and traditions that differ from other regions (Kungurat, Juzlar). Living in this region of the chmanchi population makes the national dress unique and unique. An integral part of clothing is jewelry, which reflects the history and culture of the people, and is one of the symbolic models of existence and cultural-historical ties. [8,48,49] The art of jewelry is underdeveloped in Surkhandarya.

The art of beading, used by Surkhandarya women to make many types of breast and neck ornaments, is one of women's favorite times. Among the unique jewelry items that have the sacred power of protecting them from evil forces, the evil eye, and protecting their health for posterity, there are "hapamat" and "gulband" - among them beads of different colors woven in the form of.

"Hapamat" is mostly worn by bells, although the name comes from the Tajik language and means "hafa" (hafa) and "band" (blocking, separating). The shape of this jewelry depended on the production technique and was mainly geometric. Rows of colored beads white, red, yellow, blue, black, woven, geometric shapes - rhombuses, triangles, trapezoids. Behind the seemingly simple geometric shapes based on deep symbolic texts, people's mythological perceptions of the world are reflected.

All types of hapamats were mainly triangular in shape, and their protective function was supposedly associated with the name of the goddess Umayyad. According to the ancient Turks, this goddess had a special place in the pantheon of patron spirits. She represented worldly beings - birth, marriage and death, sponsored children and their mothers, and was the goddess of fertility. The symbol of Umay is a triangle, a moon, a comb, scissors and an arrow. One of the land symbols - the rhombus - is also considered a symbol of fertility.

Kauri shells (lat. - *Ceprea moneta*) date back to ancient times, performing a sacred function in the hapamat. Due to the fact that the bell shells are called "Janna Bosh" and are similar to the head of a snake, the magical power of kauri is associated with the worship of the snake, which in the past existed among almost all peoples of Central Asia. can be assumed. Surkhandarya bells are still embroidered on the backs of children's clothes to protect them from the evil eye and dark forces. Another type of women's jewelry was the gulband, which sometimes consisted of low beads tied together.

The name "Gulband" is derived from the word "gul", which, according to locals, means measles and rubella, and "band" means obstruction. Therefore, it is believed that wearing a "rose" prevents measles. The most interesting part of Gulband - a stone tumor - is "bobohur" in the center. Young women wore it as a symbol of family happiness, defending family happiness and marriage. [3,36] The study and analysis of the semantics of traditional jewelry in Surkhandarya helps to reveal the content of various aspects of the activity of jewelry, to identify archeological layers. Jewelry from this region is an interesting topic to explore in the traditional costume of the people of southern Uzbekistan.

This type of jewelry is not worn around the neck. Hapamat is worn to prevent eye contact during and after weddings.

In developing the scheme of women's jewelry in Surkhandarya, we paid attention to their weaving. Each type of jewelry has its own meaning, as well as complexity in texture, color, shape and pattern. These jewels were difficult to weave, but difficult to restore. These ornaments are woven from a single thread. The main part and the towels are woven together. One of them was interrupted and the other was affected.

It was difficult to rebuild, so it didn't take long.

The jewelry was made of tiny beads. Because of the small size of the hole in the bead, they used a simple thread to knit. Because of this, the jewelry was easily torn. I studied and analyzed this problem and tried to solve it. I used large beads to make the jewelry. Because the large beads also have a large thread area, I used durable hemp yarn for weaving. The next problem is that I weaved them into shapes. I weaved the main part and the towels separately, and as a result, we saved time. [5]

Because I focused on the sequence of colors in the main part, the complexity of their shape. I finished the main part and made them into towels. It was much easier to knit. It can now be reshaped even if it is worn out and does not affect the towel with the main part.

In the 19th century, women's neck and chest jewelry was diverse.

These ornaments differed in pattern and weaving style. For example:

1. Throat jewelry.

2. Chest jewelry.

Throat jewelry is called "Throat". Chest-length jewelry is called Hafamat, Gulbant, Dardigazna.

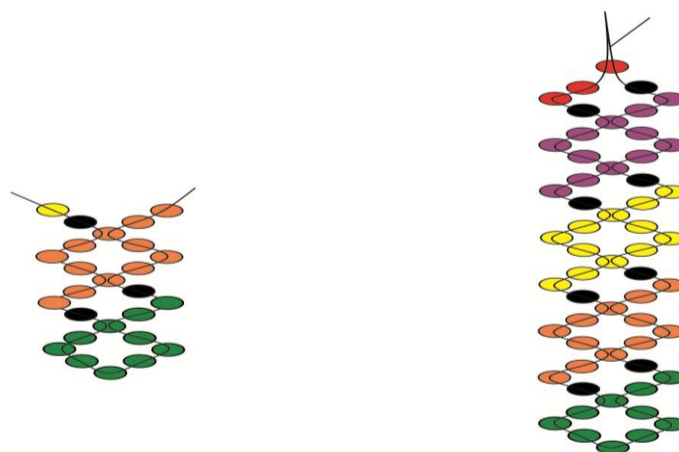
Each piece of jewelry is woven in a different way depending on the type and color.

For example: Hafamat jewelry starts in the middle of the weave and ends in two directions. During the weaving process, the jewelry was woven from the ends to the neck.

The weaving scheme was also complicated due to the great variety of Surkhandarya jewelry. Since no one made the scheme, the scheme of these jewelry was studied and a new scheme and weaving scheme was developed.

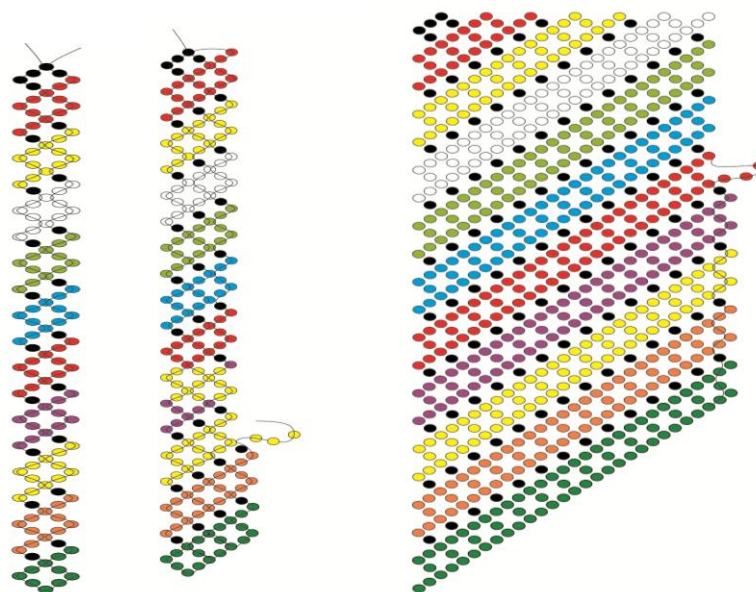
The jewelry was designed for hafamat, gulband and dardigaznalar.

The reason why this jewelry is so complex is that it differs from other jewelry by the variety of colors and complexity of shapes. There are more than 50 types of hapamat. Each was different in color, texture, shape and flowers. This jewelry was originally woven as a whole. In many cases, as a result of its rupture, I suggest weaving it into a piece of jewelry as it stands upright as a whole [6,83,84]. This is because if one part is torn, it is possible to weave again. 7 green beads are passed through the thread and combined with 1 green bead. When joined, both ends of the rope are passed together. After that, the colors are selected and woven according to the scheme.



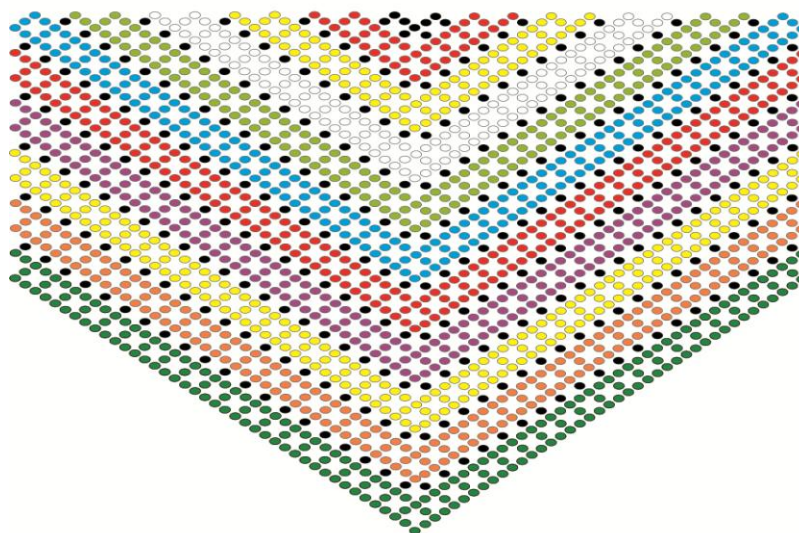
(Figure 1). Scheme of hapamat jewelry.

After weaving in the first scheme, the threads pass through the opposite beads and continue to knit, taking 3 beads. In this case, the upper part of the hapamat is completely woven, the lower part is shortened and woven. During the weaving process, when it reaches the top, it is knitted with beads. At the bottom, the thread itself is returned from the beads without beads, and then woven with beads. The beading process should take into account the shape and color of the beads [6,85,]. If a single color is lost, it will be known after the bead is woven. So it has to be woven according to the scheme



(Figure 2). Scheme of hapamat jewelry.

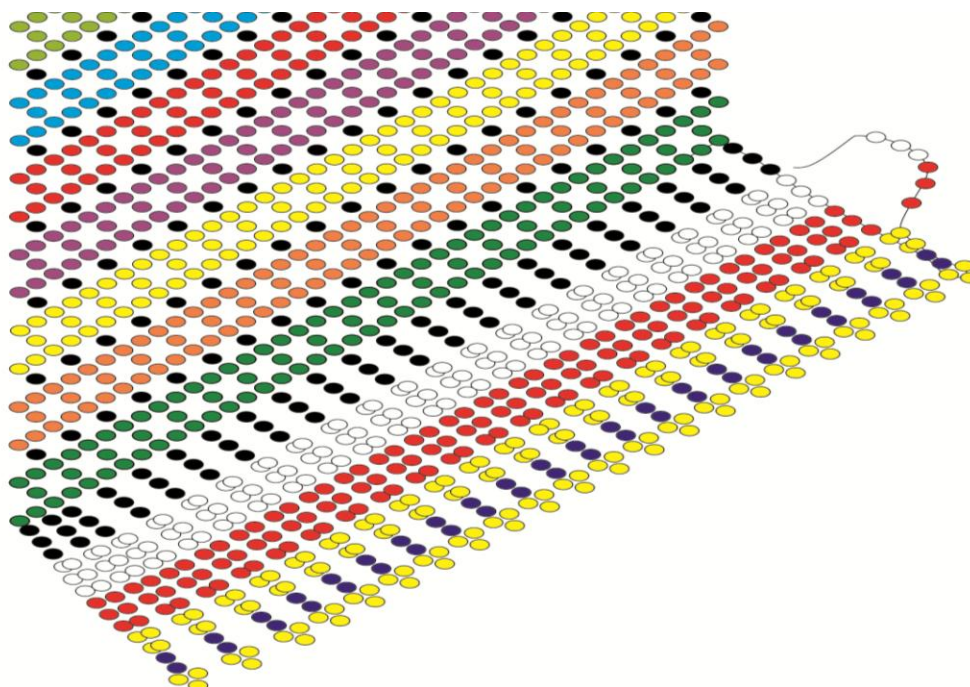
After weaving one side of the hapamat, the other side is woven in the same way



(Figure 3). Scheme of hapamat jewelry.

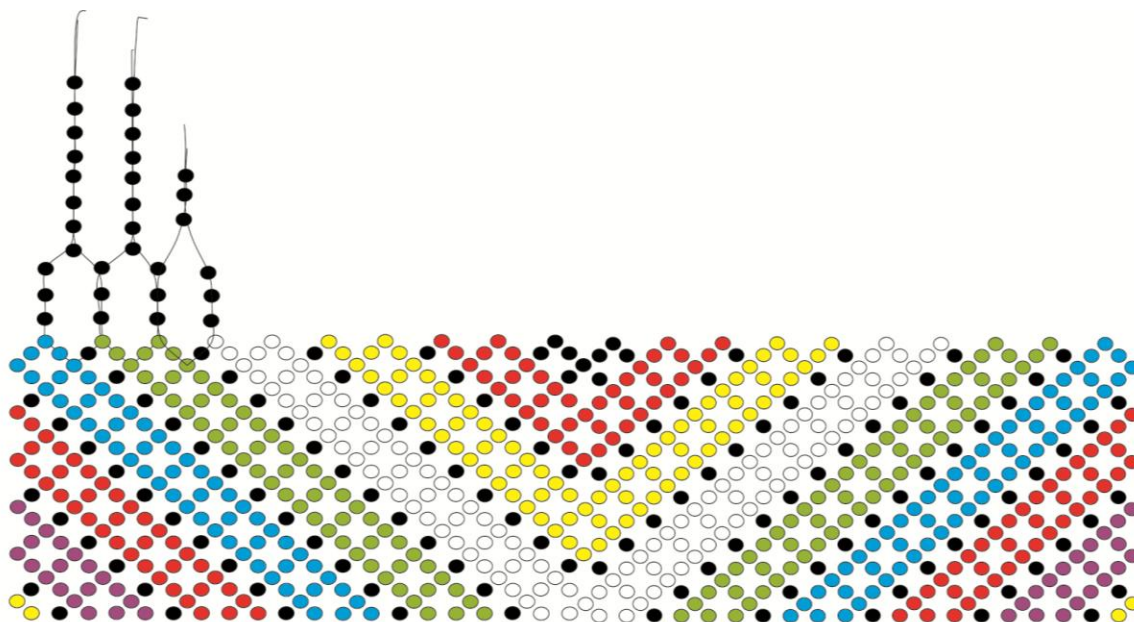
After the main part of the jewelry is woven, the hanging beads are woven. In the past, the ends of the beads were woven with coins and kauri shells. Some types even have buttons and other large beads. This type is decorated with two layers of beads themselves. There are 4 black, 3 white, 3 red, 2 yellow, 2 black and 3 yellow from the three parts of the triangle.

When the thread is threaded through the ink, the yellow beads become triangular in shape. Then 2 more yellow, 3 red and 3 white beads are passed through the black beads. The weaving continues through the Green Beads.



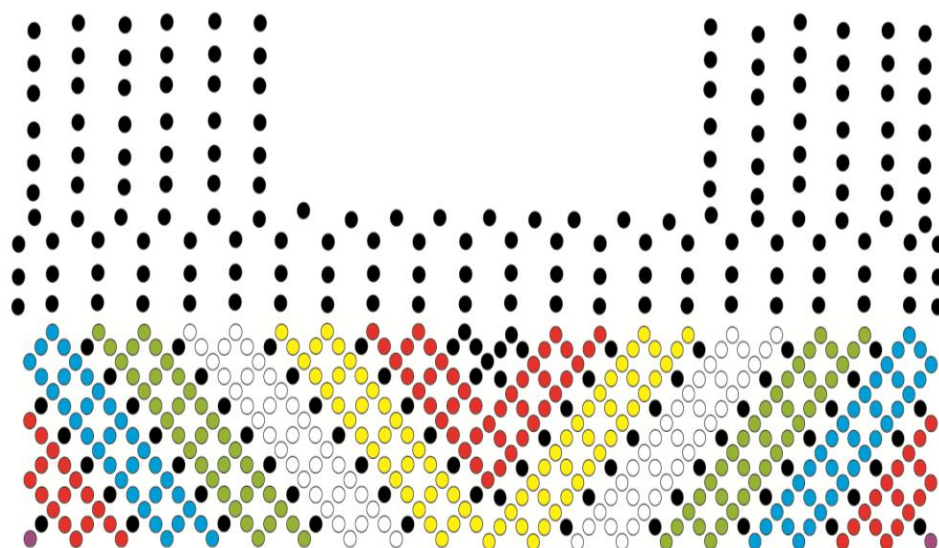
(Figure 4). Scheme of hapamat jewelry.

When the three parts are knitted, the part that connects the neck to the neck is woven. It is woven through the beads at the top. Start with 3 blue and 1 black, 1 green Beads and one end of the string is pulled out. The other end is in the blue bead itself. 3 black beads are passed to each end of the thread. [6,85,86] The two threads are joined and black beads are passed until they reach the desired length..

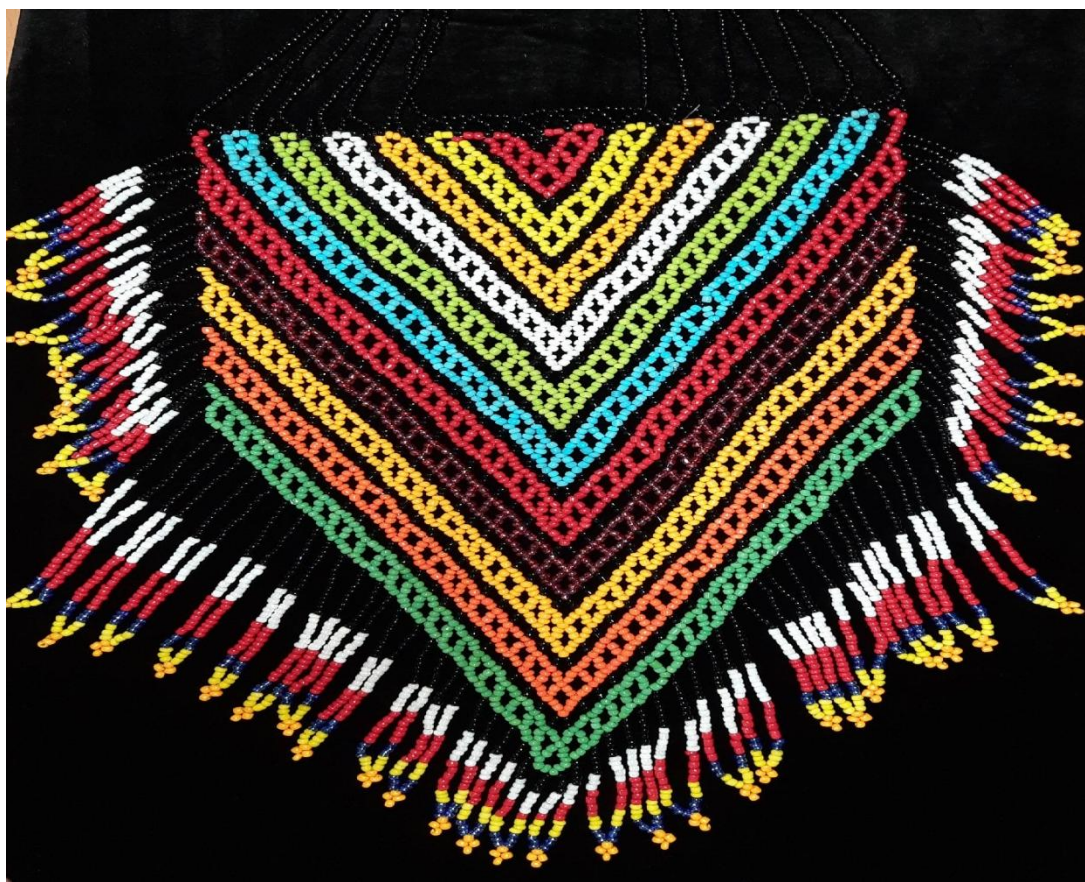


(Figure 5). Scheme of hapamat jewelry.

During knitting, a place is left in the neck and knitted. The beads are woven on both sides [6,87]. The rest of the beads are removed with a few beads and returned to the trail.



(6-rasm). Xapamat taqinchog'ining sxemasi.



((Figure 7). Hapamat jewelry.

In conclusion, it should be noted that our national costumes are very diverse. The process of restoring such jewelry and designing the technical process in them should be designed with the help of new innovations. They also need to pay attention to the quality of the yarn used.

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THE SUCCESS OF CHILDREN IS THE RESPONSIBILITY OF PARENTS

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ABSTRACT

The article discusses the cause of poor academic performance at school and ways to overcome the problem. Based on the data of modern pedagogy on family education, as well as on the results obtained during the generalization and analysis of existing experience in China and other countries, he showed that a law was needed that placed a serious responsibility on parents to educate children, to give them more time and attention.

KEYWORDS: School, Parents, Education, Pedagogy, Family

INTRODUCTION

Education has a major role in the implementation of national goals and strategic objectives of the development of the Republic of Uzbekistan enshrined in the Constitution. The national personnel training project has set tasks to ensure the competitive ability of national education, to achieve high-quality secondary education, to educate a harmoniously developed and socially responsible person on the basis of spiritual, moral, historical values and national and cultural traditions of the peoples of Uzbekistan. Almost all countries today set themselves two main goals in general education: to achieve a high level of student achievement and to minimize differences in secondary school educational outcomes [1].

Despite certain achievements in this field, the low academic performance of a significant part of students remains one of the main problems. In countries with the most effective educational systems, selection of students in schools is not applied.[4]. Approaches to the formation of classes are different, so it is impossible to definitely prefer one of the options. On the one hand, co-education of children with different levels of abilities and higher requirements for the quality of the educational process on the part of successful schoolchildren. On the other hand, the selection of capable children makes it possible to improve the quality of education, and as a result, educational results are high among students of these educational structures. For weak students, the optimal strategy is to leave school. It cannot be argued that students who have difficulties in mastering the curriculum leave school in the first place. In recent years, among those wishing to continue their studies in professional educational organizations, there are more and more schoolchildren who studied at "good" and "excellent. It should be noted that children from financially prosperous families are more successful at school because parents have the opportunity to organize and pay for additional classes and, as a rule, devote more time to raising children, motivate them to independent studies. International studies in the educational process have shown that the success of a student is mainly based on the social and cultural level of the

family, assistance in homework, emotional support for children, interaction with the teacher.[3]. Parents most often associate their child's success with his abilities, and explain failures with insufficient efforts on the part of the school. The development of social relations, the impact of urbanization and scientific and technological progress dictate their requirements in the need of more and more people with a good education [5]. The family, due to the deep specificity of its impact on the child, is the main factor of normal upbringing. The most important thing seems to be to consolidate at the level of the state law of the Republic of Uzbekistan the responsibility of parents for the upbringing of their children. China has adopted such a law. In one year of the existence of the law in China, the changes are tangible. Parents more closely and responsibly monitor the child's studies, homework, school attendance and other educational institutions. Unfortunately, few parents are engaged in self-education with us. It is necessary to organize educational modern universal educational programs for parents. I hear some people scolding young people, and they are horrified. Firstly, young people are different. Secondly, if something is wrong with the youth, it means that the elders have not finalized it. Not saved. They did not talk openly, in accessible and understandable formats. Both the West and the East and the South are all to blame. And why and how we allowed it. Family, school, communities, hangouts. You need to start asking yourself questions, and then everyone else. Note that we are not talking about the fact that they are children. No, they are the same members of our society, they must learn to be responsible for words and deeds, for actions and inactions. They are our future, which we need to work on day and night, this is a strategic issue. And there is clearly a need to work. The young are sensitive. And they need to be pulled, not pushed away. You can't be a bystander. We need this law, at least to mobilize all our internal resources. The educational results of school students are largely determined by their marital status, socio-economic status of the family, ethnic characteristics [2]. And the ways to improve educational results lie in the plane of reorientation of the education system to the technologies of developing learning, which requires increasing the responsibility of parents for home education and training.

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DEVELOPING TRADITIONAL MUSICAL SKILLS

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ABSTRACT

The Uzbek national musical heritage is priceless and lives for centuries in the hearts of our peoples. This article describes pedagogical approaches to the development of national musical skills. The task of the musician-performer is to improve the technique of playing the musical instrument, to get acquainted with a variety of musical works written in large form, to interpret the deep aesthetic content of the work. Modern innovative approaches are introduced in their pedagogical education programs. Digital technologies are also developing in modern pedagogy.

KEYWORDS: *Information Age, Style, Aesthetic Pleasure, Concert, Note, Monograph.*

INTRODUCTION

Uzbekistan is increasingly showing its art and culture to the world, along with various other areas. One of the most important features of the information age is the wide range of contacts between countries in various fields. This event will have a positive impact on the exchange of ideas, contacts in the field of art and culture, the discovery of new talents and the development of styles. While the concept of national spirituality is directly related to the field of pedagogy, it is important to improve the value of values in the minds of each young generation. In this regard, it is worth noting the following words of Professor Otanazar Matyokubov: "The fact that every Uzbek has a hanging instrument in his hotel, such as the dutar or tanbur, testifies to the boundless respect and devotion of our people to art"[1]. This means that the love for the heritage of national music has been formed over the years in the hearts and minds of children born in Uzbek homes.

In the development of musical skills in students studying in the higher education system, first of all, it is necessary to increase the culture of the stage. It involves engaging students on stage after a larger audience, participating in various events and competitions. There are students who can easily play a word in the auditorium independently, but when they go on stage or in larger circles, they get overwhelmed with excitement. The educator should be more involved in this, expanding the student's opportunities, expanding the student's participation in events and competitions.

From time immemorial, Uzbek national musical instruments have been singing national melodies, echoing the soul and calming the soul. According to Eastern philosophy, people not only enjoy themselves aesthetically from artistic creation, but also find solace in it, and ultimately appreciate works of art as a means of education. This philosophy will be developed in

the education system without losing its essence, and vice versa. In their work, educators equate education and upbringing.

The teaching of the secrets of musical performance is developing and improving day by day. As a result of the development of the art of music and performance, the strengthening of dialogue between musicians, composers, musicologists and peoples of the world, new horizons of performance are opening.

When it comes to musical instruments, the oldest of them were undoubtedly the percussion. Then the puffs came into being and gradually formed. The mention of artists and composers in ancient historical and literary works testifies to the high level of music development in Central Asia.

In higher education institutions, ie music schools and conservatories, the main force is focused on the acquisition of performance skills, and the subject of special musical instruments is the core of the educational process. In pedagogical institutes, the subject of special musical instruments is an integral part of the components of the educational process, despite its great importance. We also need to keep in mind that the nature of the performance of a piece of music in a concert hall and in an auditorium is different. So, of course, a musician-performer and a music-educator should come forward. What should this difference be?

The task of the musician-performer is to improve the technique of playing the musical instrument, to get acquainted with a variety of musical works written in large form, to interpret the deep aesthetic content of the work. In addition to the above features, the music teacher must be able to quickly perform simple musical works according to the notes, interpret the aesthetic content of the work with music and word interpretation, demonstrate the elements of conducting and breathing while playing a musical instrument. In order for him to master these qualities perfectly, he must work tirelessly to develop the ability to play the note, to accompany, to hear, and to interpret the work verbally.

Being a companion is an integral aspect of managing the singing part of students. Due to this, it is necessary to increase the ability to be a companion. He should be asked to perform the work in unison, in a good voice, assuming that he is standing in the auditorium, in front of the students. It is also important that it develops the ability to hear in order to develop the ability to be an accompaniment. Therefore, it is necessary to develop the student's ability to sing a song or play a piece of folk music during the lesson, to repeat the melody heard.

For the musician-teacher, the second feature in the acquisition of a special musical instrument subject - the ability to play according to the note - has a special place in future work experience. Because you have to refer to different works in the music listening part of the lesson. To this end, we are required to work on the artwork in each lesson, teaching more of the possibilities of the stage on a regular basis. The increase in training will continue to depend on activity.

It should also be noted that the role of the art of Maqom in the development of musical skills is incomparable. Status songs that require sophisticated performance require professional experience and high talent from every performer and musician. Musicologist, scientist and educator Akilhon Ibragimov proved how invaluable the art of maqom is in his scientific work [2]. Currently, the specialist teaches at the State Conservatory of Uzbekistan and the Uzbekistan state institute of arts and culture, educating countless students.

Musical skills require a person to love music first and foremost. The musician further expands the love in his heart on the basis of his own interests, sharpens his talent, perfects it in the spiritual world with a combination of magical sounds for himself and his people, favorite melodies. Since the creation of man is associated with music, he lives as a musician throughout his life.

Teachers must have both theoretical and practical knowledge in teaching musicians who can play the Uzbek national musical instruments. Modern innovative approaches are introduced in their pedagogical education programs. Digital technologies are also developing in modern pedagogy. Remote organization of online classes, webinars and seminars will now be widely introduced. Online education also has a role to play in the development of musical skills. However, the musician develops on stage, and the live performance reveals all the skills he has. Different methods of pedagogical methods are used.

Today, at a time when technology is advanced, the Internet has become an important source of interaction. Nowadays, young people also share their creations through the Internet. These processes can be broadly established between the educator and the student-musician. After all, it is not distance in the development of skills, but the effort in solidarity and the highest goal that becomes the main criterion. At the same time, our young people will be taught how to use the Internet for its intended purpose. As the number of online sessions increases, students will develop independent performance skills.

In short, with the development of instrumental performance, traditional singing and music, it is possible to make a greater contribution to the heritage of Uzbek national music, to deliver high-quality musical works to future generations. In turn, educators are required to conduct research, create various monographs and manuals. A number of scientific works, various conferences and forums are being organized. These processes contribute to the development of musicology.

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GROWTH, DEVELOPMENT AND YIELD OF SOYA VARIETIES IN MEDIUM SALTY SOILS

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ABSTRACT

Harmful salts in the soil, which are soluble in water, adversely affect the growth and development of the plant. As a result, there is a sharp decline in productivity. With this in mind, the authors are conducting research on agro-technologies for the cultivation of various soybeans as a secondary crop in areas free of wheat in moderately saline soils.

KEYWORDS: *Soya, Saline Soil, Legumes, Nena, Orzu, Elegant, Yield, Yield, Temperature, Repeat Crop, Planting Rate, Seedling Thickness*

INTRODUCTION

It is known that the productivity of a plant depends on its biological properties, planting norms, planting systems, soil reclamation and agrotechnical measures. Since plant species and varieties differ in mutual hereditary characteristics, duration of vegetation, morpho-physiological properties and durability, optimal agrotechnical is used in order to effectively use their biological potential. In Uzbekistan, 20.7% of agricultural land is irrigated. Today, Uzbekistan has a total of 4.3 million hectares of irrigated land, and as of October 1, 2020, 44.7% of these irrigated lands are at various levels, including 31.0% weak, 11.9% medium and 1.9% strong. highly saline. Growing high yields of crops in such soil conditions is one of the constant problems.

THE MAIN PART

Taking into account the above, field experiments were conducted in the conditions of moderately saline soils of the Fergana region. The Fergana region is located in the northern and western part of the Fergana Valley and covers an area of 7.1 thousand km². The region is divided into Kokand and Fergana agro-climatic districts. 70% of the total irrigated and cultivated area of the region is meadow and moderately saline grey soils, 20.8% grey soils, 5.2% gravel 2.7% meadow-bald and 1.3% meadow-swamp soils. The soil of the experimental field is meadow-loam, moderately saline, with heavy mechanical content. Groundwater is located at a depth of 1.6-1.8 m. The amount of humus (humus) is around 2%, low in mobile nitrate nitrogen, moderate in moving phosphorus and satisfactory in potassium. The experimental area was irrigated on July 12-13 after the 2020 wheat harvest, ploughed on July 17-18 using a 2-tier plough to a depth of

27-28 cm, and the margins and ridges formed during ploughing were levelled using a long base leveller. Before ploughing, 60 kg of phosphorus and 30 kg of potassium fertilizers were applied per hectare. In the experiment, the varieties of shade "Orzu", "Nafis" and "Nena" were studied. The seeds were treated with nitrogen before sowing. Based on the purpose of this research, that is, to study the impact of planting norms on soybean yield and quality, the experiment was conducted in 10 variants and 3 returns (Table 1). The difference between the options according to the planting norms was 10 kg/ha.

TABLE 1. EXPERIMENTAL SYSTEM

№ Yes	Shade varieties	Planting system	Theoretical seedling thickness, thousand / ha
	Orzu	60x5x1	300-350
		60x40-6x1	300-350
		60x40-5x1	400-450
		60x40-4x1	500-550
	Nafis	60x40-6x1	300-350
		60x40-5x1	400-450
		60x40-4x1	500-550
	Nena	60x40-6x1	300-350
		60x40-5x1	400-450
		60x40-4x1	450-500

METHODOLOGY OF THE EXPERIMENT

By the methodology of the experiment, the experimental field was divided into delyankas for options using measuring instruments, leaving protective corridors on all four sides. Each option, ie delyanka is 2.4 m wide, and 50 m long, the area occupied by all options is 1200 sq.m. The total area of the experimental plot with 3 recirculations is 3600 sq.m. formed. Planting systems 60x40-6x1, 60x40-5x1 and 60x40-4x1 were used for planting experimental varieties. On July 20, 2020, the seeds of Orzu, Nafis and Nena varieties of soybean were sown in the experimental system with 8 rows of pneumatic seeders. 60 cm so that the average 45 cm planted to a depth. Phenological observations were made in all variants of the experimental field. In this case, the emergence of shade, the formation of the first three leaves, budding, flowering, the formation and ripening of pods were observed. The experimental area was irrigated 4 times during the growing season, i.e. July 29, August 5, August 13, September 4, and September 23, with an irrigation rate of 700-800 m³ per hectare. To ensure air circulation in the soil, and improve heat and water permeability during the growing season, on August 10, August 18 and September 28, the plant was treated 3 times between rows, fed 2 times, and applied herbicide "Super Zelek" once.

All agro-technical measures were carried out in accordance with the requirements for field experiments. Phenological observations of the growth and development of soybeans, ie the determination of the main parameters, were carried out mainly in 3 periods: in the phases of flowering, flowering and ripening. Maturation of soybeans was observed in mid-October. The soybean crop was carefully harvested by hand on November 1, when 85-90% of the leaves were shed. According to the options and returns, the harvested soybean crop was separately ground in

a combine harvester and placed in bags with options and return numbers. The obtained data were processed mathematically and the average yield was determined for each variant.

Seed yields of soybean varieties planted as a repeat crop in the experiment are given in Table 3.

According to the experimental results, the highest yield of soybean varieties increases with increasing seedling thickness. The yield of Orzu was 20.4 s / ha, Nafis 21.6 s / ha and Nena 22.0 s / ha, respectively.

TABLE 3. YIELD OF DIFFERENT SHADE VARIETIES (S / HA) IN THE CONDITIONS OF MODERATELY SALINE SOILS OF THE FERGANA REGION

№ Yes	Shade varieties	Planting system	Productivity
	Orzu	60x5x1	18.7
		60x40-6x1	19.0
		60x40-5x1	19.6
		60x40-4x1	20.4
	Nafis	60x40-6x1	20.3
		60x40-5x1	21.6
		60x40-4x1	21.1
	Nena	60x40-6x1	21.5
		60x40-5x1	22.0
		60x40-4x1	20.8

CONCLUSION

When? An increase in the number of salts in the soil is observed when the amount of water evaporated from the surface is greater than the amount of water supplied to the soil. A large number of plants in the field reduces the amount of water evaporating from the soil surface. When growing soybeans in saline soils, if it is intended to adequately cover the soil surface with vegetation, it is advisable to sow in a double method.

As the number of harmful salts in the soil increases, the shade-forming elements are shed. In our scientific research, the seed yield of different soybean varieties can also be explained by the high content of water-soluble harmful salts in the soil is relatively low variants. The use of the double sowing method in the re-cultivation of soybeans under moderately saline soils prevents an increase in the number of salts in the soil. It was found that 60 cm between rows, 20 cm between two rows of plants, and 5 cm between one plant and another plant give good results.

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IMPROVING CASH FLOW STATEMENT BASED ON INTERNATIONAL STANDARDS

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ABSTRACT

This article describes the procedure for preparing a cash flow statement using the direct method based on International Financial Reporting Standards. In our country, only the direct method is used in the preparation of the statement of cash flows, so the introduction of the direct method by us will serve to increase the confidence of investors in the financial statements.

KEYWORDS: *Cash, Cash Equivalents, Cash Flow Statement, Direct Method, Operating Activities, Investment Activities, Financial Activities, Financial Reporting, Customer Receipts, Payments To Suppliers For Goods And Services, Employee Payments, Income Tax Payments On.*

INTRODUCTION

The main attempt to prepare financial statements for business entities is the statement of financial position. An entity shall apply the same accounting policies in its initial financial statements in accordance with IFRS and in all periods covered by its initial financial statements in IFRS. The business entity should not apply other previously applicable editions of IFRSs. A business entity may apply a new IFRS, the application of which is not yet mandatory, when the early application of this IFRS is permitted.

Except as otherwise provided, the entity shall include in its initial statement of financial position under IFRS:

- (a) Recognize all assets and liabilities that are required to be recognized under IFRSs;
 - (b) IFRSs should not recognize assets and liabilities that would not be recognized;
 - (c) items that are recognized as a single type of asset, liability or equity under the previous IFRS but recognized as an asset, liability or other type of equity under IFRSs should not be reclassified; and
 - (g) Apply IFRSs in the valuation of all recognized assets and liabilities. [1]
-

The accounting policies applied by an entity in its initial statement of financial position under IFRS may differ from the accounting policies applied by it on the same date under the previous IFRS. The resulting adjustments arise as a result of operations and events that occur before the date of transition to IFRS. Therefore, an entity shall recognize these adjustments in retained earnings (or, if appropriate, in another category of equity) at the date of transition to IFRSs.

Accordingly, it provides an opportunity to prepare a statement of cash flows after the preparation of the statements of financial position and profit and loss.

The need to prepare financial statements in accordance with International Financial Reporting Standards Presidential Decree No. PP-4611 of February 24, 2020 determined on the basis of the decision. [2]

Therefore, it is determined that the cash flow statement should be prepared in accordance with international standards.

In international practice, investments focus on the statement of cash flows, which is one of the forms of financial reporting.

The reason is that the amount of money entering and leaving the subject is of great interest to them.

Literature review

Economists from both foreign and CIS countries have studied the issues of improving the procedure for compiling and submitting cash flow statements. Among them are A.Arens, B.Nidlz, V.Savitskaya, M.Bocharev, K.Lobbek, P.Kamyshanov, A.Ionova and others. Scientists of the republic have also achieved some results in the development and implementation of the procedure for compiling and submitting cash flow reports. In this regard, it has been studied in the scientific articles and pamphlets of the leading economists of the republic I.T.Abduraimov, M.Q.Pardaev, A.S.Sotivoldiev, A.V.Vahobov, M.M.Tolahojaeva, A.K.Ibragimov, A.H.Pardaev, O.Kuljanov and others. However, these procedures do not disclose the procedure for preparing the statement of cash flows using the direct method in accordance with International Financial Reporting Standards.

Research methodology. This paper provides analysis, grouping, analysis, synthesis, induction, deduction, comparative comparison, data collection, and economic research of selected research literature in order to reveal the procedure for compiling a cash flow statement using the direct method based on International Financial Reporting Standards. widely used as mathematics.

Analysis and discussion of results (main part). When used in conjunction with other financial statements, a cash flow statement allows users to assess changes in the entity's net assets, their financial structure (liquidity and solvency) and their ability to influence the amount and timing of its cash flows to adapt to changing opportunities and conditions. provides.Cash flow information is useful in assessing an entity's ability to generate cash and cash equivalents, and allows users to develop models for estimating and comparing the present (present) value of future cash flows for different entities. [3]

The cash flow statement allows users to assess changes in the entity's financial position, providing them with information about how much cash was received and how much was spent

during the reporting period. The cash flow statement divides cash receipts and payments into three main categories: operating, investing, and financing activities.

The amount of cash flows arising from operating activities - the business entity, without resorting to external sources of financing, to pay off debts arising from its operating activities, to maintain its ability to conduct operations, to pay dividends and new investments is a key indicator that reflects the extent to which it has generated enough cash flows to do so. Information on the individual components of cash flows arising in the pre-operating period is useful, in conjunction with other information, in forecasting future cash flows from operating activities.

Display of cash flows from operating activities [4] (not disclosed in IFRS):

It is recommended that business entities report cash flows from operating activities using the direct method. The use of the indirect method provides information that may be useful in estimating future cash flows and that is not reflected in the use of the indirect method. When the direct method is used, information on gross cash receipts and the main categories of gross cash payments can be obtained in the following ways:

(a) The business entity's accounting data; or

(b) By adjusting the sales proceeds, cost of sales (interest and similar income for financial institutions and interest expenses and similar expenses) and other items reported in the statement of comprehensive income to:

(i) changes in inventories and operating receivables and payables during the period;

(ii) Other non-cash items; and

(iii) Other items that generate cash flows from investing or financing activities.

The business entity discloses the cash flows arising from operating activities using the following:

The direct method by which the main types of gross receipts and gross payments are disclosed;

Indirect method. Under this method, net income or loss is adjusted for changes in current assets and liabilities, unreliable transactions, as well as income and losses incurred as a result of operating investment or financial activities to all the basic cases. [5]

IFRS: According to IAS 7, information about an entity's cash flows is useful to users of financial statements as a basis for assessing an entity's ability to generate cash and cash equivalents and the need to use those cash flows. The cash flow statement should show cash flows for the period, classified by operating, investing and financing activities.

Consistent categorization:

- Non-cash transactions are not included;
- Use of the straight or curved method IFRS 7 recommends the use of the straight method;
- Allows financial institutions to prepare reports on a NETTO basis.

Compilation of a statement of cash flows to business entities does not follow the principle of calculation. Therefore, in order to compile a cash flow statement directly, the following indicators should be considered to determine the cash flows from operating activities:

1. Revenue from customers;
2. Payments to suppliers for goods and services;
3. Payments to employees;
4. Income tax payments.

Cash flow statements are primarily based on international financial statements and profit and loss statements.

TABLE 1 APPLICATIONS FROM ABC'S STATEMENT OF FINANCIAL POSITION

	Per year	By the end of the year
Assets:		
Accounts receivable from customers	55,000	47,000
Reserves	110,000	144,000
Advances for goods and services	5,000	1,000
Accounts payable to suppliers	43,000	50,000
Liabilities for wages	9,000	10,000
Current income tax payable	5,000	3,000

*Source: * data compiled by the authors*

TABLE 2 APPLICATIONS FROM ABC PROFIT AND LOSS STATEMENT

Profit or loss section	
Tushum	698,000
Cost of sales	457,000
Current expenses	116,000

*Source: * data compiled by the authors*

TABLE 3 ADDITIONAL INFORMATION FOR THE YEAR

Depreciation of fixed assets	37,000
Losses from the sale of fixed assets	3,000
Labor costs	58,000
Current income tax	18,000

*Source: * data compiled by the authors*

To determine the above indicators, we cite the formula of each indicator [6]:

1. Receipts from customers.

Decrease (increase) of accounts \mp morf deviecer secnava fo (esaerani) esaerced elbaviecer customers = Receipts from customers

$$\text{Receipts from customers} = 698000 + 8000 = 706000$$

In the above formula, revenue is derived from the profit and loss statement, and the receivable and advances from customers are obtained through the statement of financial position.

2. Payments to suppliers for goods and services.

Payments to suppliers = cost of goods sold + current costs - depreciation costs - losses from the sale of fixed assets - labor costs \mp Decrease (increase) of reserves Decrease (increase) \mp of invoices)

Payments to suppliers

$$= 457000 + 116000 - 37000 - 3000 - 58000 + + 34000 - 4000 - 7000 = 498000$$

3. Payments to employees.

Payments to employees = labor costs \pm decrease (increase) in wage liabilities

$$\text{Employee payments} = 58000 - 3000 = 55000$$

4. Income tax payments.

Profit tax payments = current income tax expense \pm decrease (increase) of current tax payable

$$\text{Income tax payments} = 18000 + 2000 = 20000$$

The above formulas determine the net cash flows from operating activities of the cash flow statement. Representation of cash flows on a pure basis:

Cash flows from operating, investing or financing activities may be reported on a net basis:

A) cash receipts and payments made on behalf of customers, if the cash flows reflect the activities of the customer, not the business entity; and

B) cash receipts and payments for fast-moving, bulky and short-lived items.

Examples of cash receipts and payments referred to in paragraph 22 (b) are:

(a) principal amounts due to credit card holders;

(b) The purchase and sale of investments; and

(c) Other short-term debt, such as loans with a maturity of three months or less. [7]

It is important to disclose cash flows from investing activities separately, as such cash flows reflect how much is spent on resources intended to generate future income and cash flows. Only expenses that result in the recognition of an asset in the statement of financial position can be classified as an investment activity. To determine the cash flow of investment activities:

- Basic engine and other long term assets buy get and to sell ;
- The focus will be on buying and selling financial investments.

It is important to specify the cash flows arising from financing activities because it is useful for the parties financing the entity to know in advance the requirements for future cash flows. Cash flows from financing activities include:

- Cash proceeds from the issuance of shares or other equity instruments;
- Payments to property owners for the purchase or disposal of shares of the enterprise;
- Debt settlement;
- Interest payments;

- Dividend payments.

The business entity must specify in the report the main categories of gross cash receipts and gross cash payments arising from investment and financial activities. Cash flows from the following operating, investing or financing activities may be reported on a net basis:

- (a) cash receipts and payments made on behalf of customers, if the cash flows reflect the activities of the customer, not the entity; and
- (b) Cash inflows and outflows on fast-moving, bulky and short-lived items.

Cash flows from the following activities of a financial institution may be reported on a net basis [8]:

- (a) Cash receipts and payments for the receipt and return of deposits with a fixed maturity date;
- (b) Placement and withdrawal of deposits in other financial institutions; and
- (c) The repayment of loans and credits to customers and the repayment of loans and credits.

The sum of the operating, investment and financial activities of a cash flow statement produces a net increase or decrease in cash and cash equivalents. Equity investments are not included in cash equivalents, except when they are, in fact, cash equivalents, such as in the case of preferred shares purchased shortly before maturity and with a clear maturity. (Not included in BHMS 9) [9]

The difference between cash and cash equivalents at the beginning and end of the period allows us to determine the effect of changes in cash flows on exchange rates. Cash flows denominated in a foreign currency are presented in accordance with IFRS 21 Impact Changes in Exchange Rates. In this case, it is allowed to use the exchange rate, which is approximately equal to the actual exchange rate. For example, the weighted average exchange rate for a given period may be used to reflect transactions in a foreign currency or to transfer the cash flows of a foreign subsidiary from one currency to another. However, in accordance with IFRS 21, a foreign subsidiary is not permitted to use the exchange rate at the end of the reporting period when converting cash flows into a functional currency.

Based on the above, the following is a direct cash flow statement:

TABLE 4 CASH FLOW STATEMENT BY USING DIRECT METHOD

Cash flow statement	
20__ years for the period from 1____ to 1____	
Cash flows from operating activities	
Revenue from sales	+ 706 000
Payments to suppliers	- (498,000)
Payments to employees	- (55,000)
Income tax payments	- (20,000)
Status of cash from operating activities	+ 133,000
Cash flows from investing activities	
Acquisition of fixed assets	- (220,000)
Sale of fixed assets	+ 5,000
Purchase of securities	- (72,000)

Sale of securities	+ 103,000
Status of cash from investment activities	- (184,000)
Cash flows from financing activities	
Proceeds from the publication of ordinary shares	+ 150,000
Receipt of bank loans	+ 100,000
Repayment of bank loans	- (50,000)
Interest payments	- (23,000)
Dividend payments	- (94,000)
Status of cash flows from financing activities	+ 83,000
Net changes in cash position	+ 32,000
Cash per year	15,000
Cash at the end of the year	47,000

*Source: * data compiled by the authors*

CONCLUSIONS AND SUGGESTIONS

IFRS is used in more than 166 countries. In Uzbekistan, the following organizations are required to keep records and report on the basis of IFRS:

- More than 2,000 joint-stock companies, commercial banks, insurance companies and large taxpayers;
- Step-by-step - state-owned enterprises and state-owned enterprises.

These organizations must have at least three IFRS-certified staff in the accounting services. **[10]**

In the preparation of financial statements, the process of implementation is based on the principle of calculation, but for the statement of cash flows, the principle of calculation is not required. Accordingly, it is advisable to prepare a cash flow statement using the direct method, using extensive international experience. As a result, investors will have more confidence and interest in financial statements .

In determining the operating, investing and financing activities of a cash flow statement, it is appropriate that they consist of:

1. Operating activities:

- Sale of products, goods and services;
- Payments to suppliers of goods and services;
- Royalties (patents, copyright fees, etc.), awards of various kinds, interest income, commissions and other income;
- Payments to employees of the enterprise, operating expenses;
- Decrease in inventories;
- Increase in inventories;
- Receipt of money on trade and brokerage transactions;
- Interest paid;

- Increase in current liabilities, including income tax not included in investment and financial activities;

- Decrease in current liabilities, including income tax not included in investment and financial activities;

- Free expenses:

- a) Depreciation of fixed assets and intangible assets, reduction of natural resources

- b) Depreciation of debt securities;

- Free transactions:

- a) Amortization of interest on debt securities

2. Investment activity:

- Proceeds from the sale of land, buildings, equipment, intangible and other long-term assets;

- Payments for the purchase of land, buildings, equipment, intangible assets (eg patents) and other long-term assets, payments for capital and development work, as well as payments for land, buildings and equipment created by the enterprise without the involvement of contractors;

- Proceeds from the disposal / sale of shares or other debt obligations of other entities (other than payments for liabilities that are considered cash equivalents or held for sale);

- Investments in shares or debt obligations of other enterprises. Payments for equity interests (excluding payments on payment documents that are cash equivalents or held for sale);

- Income from repayment of loans and repayment of debts to other enterprises (excluding interest income from operating activities);

- Payments and loans to other companies.

3. Financial activity:

- Proceeds from the issue of shares;

- Payments for privately purchased shares;

- Proceeds from loans (promissory notes, bonds, letters of credit and other short-term and long-term loans and borrowings);

- Repayment of loans and borrowings (excluding interest on operating loans);

- Payment of dividends to shareholders and other types of capital distribution. Proceeds from the issuance of shares are payments on financial lease obligations. [11]

The concept of "cash" has been redefined by economists: "Cash is a type of money that can be used to repay liabilities immediately. Current account balances in financial institutions, cash notes, coins, currencies, and cash." term deposits and cash receipts accepted by financial institutions ”.

Today, some errors are made in the preparation and practice of cash flow statements. This indicates that the report form is not perfectly formed. Therefore, it would be appropriate to make some changes to the Cash Flow Statement. That is, first, in the current reporting format, the entity's cash inflows and outflows are presented in the same reporting period. However, it is

advisable to study, analyze and evaluate the various activities of enterprises over several years. It would also be useful to reflect two reporting periods in the form of a statement of cash flows, such as the balance sheet (Figure 1) and the statement of financial performance (Figure 2). Second, in the form of this current report, cash flows are classified into separate subdivisions for each type of activity.

In conclusion, the preparation and submission of a direct cash flow statement will increase the ability of companies to prepare their financial statements in accordance with international standards, and in practice will help to overcome the difficulties in compiling this form and determine the cash flow situation for investors. serves to bring.

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INNOVATIVE TECHNIQUES IN TEACHING ENGLISH

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ABSTRACT

Modern methods of teaching foreign languages offer us a wide range of teaching concepts, methods and technologies – both traditional and innovative. Curriculum developers and teachers give preference to one or another method depending on the objectives of training, the contingent of trainees, duration and intensity training course and other conditions. At the same time, each of the teaching methods has its advantages and disadvantages, and the success of their application depends on the specific goals and conditions of training.

KEYWORDS: *Intensity Training Course And Other Conditions, Innovation Becomes Important*

INTRODUCTION

The changing realities of the modern world require the same changes in educational systems.

Therefore, the topic of innovation becomes important for the entire education system and foreign language teaching, in particular.

Modern methods of teaching foreign languages offer us a wide range of teaching concepts, methods and technologies – both traditional and innovative. Curriculum developers and teachers give preference to one or another method depending on the objectives of training, the contingent of trainees, duration and intensity training course and other conditions. At the same time, each of the teaching methods has its advantages and disadvantages, and the success of their application depends on the specific goals and conditions of training.

One of the most successful ways in learning English is known as innovative techniques. Among its successes can be counted a new level of awareness and appreciation for the power of innovative techniques as means of both engaging students and developing their reading, writing, listening and speaking skills. As English teachers, we are usually on the lookout for new and interesting ways to stimulate our language learners. When students enjoy class activities, they learn more. New and different activities “out of norm” can also effect positively on the students’ language improvement. Here are some not-so-commonly used techniques for adding that “new twist” to English classes. Giving learners something new does wonders in relieving boredom, spiking interest.

1. Using an iPod or cellular phones during the lesson. Almost each of us suffers from the students who carry iPods or cellular phones. Do not curse and swear at them for using technology in their lives. We can turn it to our advantage. They may use their cellular phones for useful things they need. For instance, they may use lingo- dictionary in translation. They will

search words they do not know and their cellular phones serve for their advantage. Besides this, a number of good websites exist that can get the students up and running using this latest new technology for language learning and practice. The following hypotheses were tested concerning using iPods during the classes:

H1: Students using their cell phone as a learning tool by accessing the internet, calculator, and dictionary positively affects classroom grades.

H 2: Students using iPods as a learning tool and to decrease distractions would have a positive effect on classroom grades.

2. Learning from films is stimulating and enjoyable All of us love movies, cartoons. We can make this love to serve us for improvement of the language. Teachers can choose a movie, cartoon or documentaries according to the students' age and level. Students try to understand each word and by doing it, they develop their listening and speaking abilities. You can give the task — to write the meaning of the part they have watched. On the other hand, just discuss the happened situation. For many students, films are their initial contact with English-speaking culture [2].

Films are a useful means for students to listen to authentic spoken communication and be exposed to various features of spoken communication, such as vocabulary, pronunciation, voice modulation, accent, speech pace, and tone. In addition, since there are many films based upon a vast number of topics, themes, and issues, the teachers could use them to initiate or stimulate discussions about a certain focus area, be it a historical event, a time or the culture of a foreign country. Films also offer English language teachers with a good opportunity to bring in local themes, natural discourse, and cultural information [3].

They are an ideal way of engaging the students and being advantageous in second language learning at the same time, and teachers could go back over particular clips of the film to give attention to specific phrases or expressions. Films are a fun way for students to relax/unwind and learn all at the same time. Not to mention, by bringing popular films into ESL lessons, English teachers could guide students how they can learn from and practice English when watching films in their own time. Motivation is amongst the most crucial factors in considering effective second-language acquisition. Films and are an inclusive piece of students' lives today so it makes perfect sense to integrate them into the language classroom. Film, as a motivator, additionally renders the language learning process a lot more enjoyable and entertaining.

3. To hold debate classes. Turnabout is fair play, or so they say. We can take a day to switch roles. Having a "hot conversation" on a topic that they want to talk about — music, movies, techno-bubble, etc. The interest in talking on a favorite topic will make the student to speak in spite of his/her mistake in speech. 4. Organize conversation clubs. We can organize extra conversation clubs after classes. We may start from 2:00 p.m. to 2:30 p.m. or whatever time, day or duration can suit our students and us. The key is to give them the majority of control, or at least as much as possible. Teachers can use props, use regalia, pictures, music or whatever teachers and their students may have on hand to start, stop and sustain the activities. We can use the students' imagination. We should just try something new for the starters.

The present paper is an attempt to enrich vocabulary of the students at the intermediate level. It used pre-test and post-test as the basis for the study. In the pre-test, an attempt was made to examine the area of difficulty of the intermediate students. The mistakes made by the students

were observed and scrutinized carefully. After knowing the students' problem, they were given special training by using new techniques. The analysis proved that the students were largely benefited from this innovative model of teaching vocabulary. It also makes an in-depth analysis of the traditional methods, techniques and approaches adopted by the teachers and suggest innovative techniques of teaching vocabulary.

Nowadays, India went to make rapid strides in all spheres. Changes are quick and inevitable. The need to teach in general and teach to English Language effectively in particular is the challenge before all the teachers in India. Today, it has become mandatory for the academicians to rethink and revamp their teaching strategies with the changing times. Since there has been a constant change in the teaching methods and techniques all over the world in every subject, vocabulary teaching methods and techniques need desirable and radical changes in a view of the demanding job market in the globalized world. Vocabulary of a language is just like bricks for constructing a building. Like bricks, they are vital for the building of a language. Language is made up of words. If we want to use language effectively, we must have good stock of vocabulary. We cannot use the language, if we don't know the words of that language. English language has vast vocabulary. It is the richest language of the world. One cannot learn a language without learning vocabulary. Therefore, the study of vocabulary has occupied the central place in teaching learning activities. Thornbury opines (2002)

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